DOCUMENT RESUME

ED 106 190 SO 008 317

AUTHOR	Orth, Nancy; And Others
TITLE	Bicentennial Source Book, Level II, Grades 3-5.
INSTITUTION	Carroll County Public Schools, Westminster, Md.
PUB DATE	74
NOTE	207p.; For related documents see SO 008 316-319; Small portions of copyrighted material have been removed from this document
AVAILABLE FROM	Donald P. Vetter, Supervisor of Social Studies, Carooll County Board of Education, Westminster, Maryland 21157 ($15.00; Set of guides I-IV $50.00)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*American Studies; Class Activities; *Colonial History (United States); Cultural Activities; Elementary Education; Instructional Materials; *Learning Activities; Music Activities; Resource Materials; Revolutionary War (United States); Science Activities; *Social Studies; Teacher Developed Materials; *United States History
IDENTIFIERS	*Bicentennial

ABSTRACT

This study activities source book is one of a series of four developed by the Carroll County Public School System, Maryland, for celebration of the Bicentennial. It is specifically designed to generate ideas integrating the Bicentennial celebration into various disciplines, classroom activities, and school-wide events at the third grade through fifth grade levels. For a description of the general content and format structure see document SO 008 316. This specific unit contains 74 activities under the categories of art, language arts, science, music, math, physical education, and social studies. Sample activities include weaving, colonial crossword puzzles, planting a colonial herb garden, singing colonial songs, playing ninepins, and making a paper-mache Liberty Bell. (Author/DE)

ED106190

BICENTENNIAL SOURCE BOOK
LEVEL II
GRADES 3-5

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Carroll County Bd of Ed.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 00P 317

Prepared by:

Nancy Orth - Mechanicsville - Chairperson
Gail Hosmer - William Winchester
Erma King - West End
Peggy James - Charles Carroll
Joretta Allwine - Manchester
Dean Johnson - Mt. Airy
Joan Unger - (3 schools)

CARROLL COUNTY PUBLIC SCHOOLS

WESTMINSTER, MARYLAND

Dr. George E. Thomas
Superintendent of Schools

Dr. Edward Berkowitz
Assistant Superintendent
in Instruction

Dr. Orlando F. Furno
Assistant Superintendent
in Administration

BOARD OF EDUCATION

Mr. Arnold Amass
President

Mr. Richard N. Dixon
Vice-President

Dr. Philip S. Benzil
Mrs. Elizabeth Gehr
Mr. Edward Lippy
Mrs. Virginia Minnick

RESOLUTION - BI-CENTENNIAL PROCLAMATION - DECEMBER 12, 1973

WHEREAS it has been officially proclaimed by the President of the United States of America that the year nineteen hundred seventy six (1976) will be observed as the Bi-Centennial Celebration Year of the founding of these United States of America, and

WHEREAS all citizens and all community organizations have been called upon to observe and celebrate this Bi-Centennial year, be it

THEREFORE RESOLVED that the Carroll County Public School System will cooperate with all recognized agencies and bodies as they move to mark this observance, and be it

FURTHER RESOLVED that the Carroll County Public School System of Carroll County, Maryland will mark this observance with appropriate activities.

Approved and entered into the reocrds of the Carroll County Public School System's minutes this twelfth day of December in the year nineteen hundred seventy three.

(December 12, 1973)

Philip Benzil	Board President	Dr. Philip Benzil
Arnold Amass	Vice President	Mr. Arnold Amass
Richard A. Dixon	Board Member	Mr. Richard Dixon
J. Edward Lippy	Board Member	Mr. Edward Lippy
Virginia Minnick	Board Member	Mrs. Virginia Minnick
Elizabeth B. Gehr	Board Member	Mrs. Elizabeth Gehr
Patricia Cresta	Student Board Member	Miss Patricia Cresta
George E. Thomas	Secretary	Dr. George Thomas

TABLE OF CONTENTS

Introduction i

Art 1

Vegetable Prints
Beadwork
Appliqué
Stencilling
Weaving
Rug Hooking
Basketry
Cross Stitch Sampler
Embroidery - Stitchery
Needlepoint Pillow or Design to be Framed
Ball and Cup
Corn Cob Dolls

Language Arts 25

Portfolio of People, Places and Events
Paul Revere's Midnight Ride
Colonial Careers
How Roles Change
ABC of History
Colonial Crosswords
Ben Franklin's Contributions
A Colonial Newspaper
Poor Richard's Almanac
Letters to the Past
Where Our Words Come From
Today in Revolutionary History
To Tell the Truth

Science 57

Vegetable Dyes
Making Potpourri
Colonial Flower and Herb Garden
Preserving Flowers

Music 73

Comparing Two Composers, William Billings and Frances Hopkinson
Pop, Goes the Weasel
Cornstalk Fiddle, Harmonica
Two Views of the Liberty Song
Song: Young Ladies in Town
Ballad of Nathan Hale
Minuet

TABLE OF CONTENTS - (continued)

Music (continued)

Skip to My Lou
Duck for the Oyster
Virginia Reel
Exploring Musical Symbols

Math 112

Coins
Finding Their Ages
Colonial Cookery

Physical Education 120

Marbles
Shuffleboard
Checkers
Horseshoes
Quoits
Croquet
Goose (The Royal and Most Pleasant Game of Goose)
Hopscotch
Bowls
Ninepins
Stool-Ball
Fox and Geese
Tic-Tack-Toe
Dominoes

Social Studies 138

Building a Colonial Town
Tom-Toms
Loyalists vs. Sons of Liberty
Time Capsule
Colonial Fashion Show
Colonial Furniture and Utensils
Early American Flags
A Look At Our Flag
Time Line
Papier-mache Liberty Bell
Historical Mural
Flagmaking
Clothespin Dolls
Apple Dolls
Leathercraft
Map of Revolutionary Times
The Patchwork Quilt

Appendix A1

Bibliography B1

INTRODUCTION

The Maryland Bicentennial Commission for the commemoration of the American Revolution was established by the State Legislature in 1968 for the purpose of ensuring that an appropriate effort would be made to create local interest in celebrating the 200th anniversary of the founding of our nation.

The state commission lead to the creation of the Carroll County Bicentennial Commission. The first meeting of the committee, chaired by Mr. George A. Grier, Administrative Assistant to the County Commissioners, was held in November 1972. As a result of this initial meeting, Dr. Ralph John, President of Western Maryland College, was charged with organizing a planning committee for local educational units. In turn, Dr. George E. Thomas, Superintendent of Schools, appointed particular Board of Education staff members to serve on the committee. The first meeting was held in February 1973.

In December 1973, the Carroll County Board of Education resolved that appropriate activities honoring the Bicentennial be planned and carried out in the Carroll County schools.

Mr. Donald P. Vetter, Supervisor of Social Studies, Temporary Co-Chairman, organized an ad hoc committee to make recommendations for the Bicentennial activities. The Ad Hoc Committee recommended that the historical time span be designated as 1763 through 1783 and that the period for observance in the schools be September 1975 through June 1976.

In February 1974, three Bicentennial Sub-Committees; elementary, middle, and high school, were appointed. Several planning sessions were held involving teachers, community groups, school administrators and students.

On May 30, a meeting of fifteen high school students was organized for the purpose of receiving student input. Bicentennial Committees also were created in each county school and funds were budgeted for a summer workshop designed to develop a K-12 interdisciplinary guide for Bicentennial activities.

The Bicentennial Source Books are the result of the workshop which took place for two weeks beginning on July 15 1974. The purpose of the document is to assist local school Bicentennial Committees in planning programs of celebration for the 1975-76 fiscal year.

The Maryland Bicentennial Commission suggests that the celebration be organized with a three fold thrust:

HERITAGE '76

Focuses on activities which recall our Nation's heritage and gives an historical perspective to the Community. In the thirteen original States, the Heritage Program would relate more directly to the events of the American Revolution than in other States. All areas however, have their own heritage which, at least in part, reflects the basic principles upon which our Nation was founded. Specifically, Heritage includes those values and traditions established by our founding fathers and supplemented by succeeding generations of Americans.

Heritage '76 is also concerned with what Americans can see, touch, and feel in their historic past; with the houses, churches, bridges, parks, documents and decorative objectives that form a panorama of their man-made environment.

HORIZONS '76

Covers activities through which Americans can commemorate their past by looking to the future as the challenge and the opportunity for all individuals and organizations to define and dedicate themselves to worthy purposes and goals, and to proceed with the attainment of these goals through various activities intended to improve the quality of life.

Specifically, Horizons '76 will concentrate on citizenship, community development, communications, transportation, learning, health, leisure, the environment, the economy, and human values and understanding to assure a better future for "all mankind."

FESTIVAL USA

Sharing with other Americans and the people of the world the traditions, the culture, and the hospitality of the United States and its people.

Festival USA includes the arts, athletics, education, travel, hospitality, exhibits and fairs involving all members of the community.

These activities may include community craft shows and workshops, folk music and dance performances.

All Americans should take a thoughtful look at themselves and their communities and share their knowledge by means of home hospitality, exchange programs, and at visitor information centers.

This format, together with the suggestions of the Ad Hoc Committee, provided a framework for the organization of this bulletin. It was also decided that the Source Books be developed on four levels:

Level I - Kindergarten, first and second grades

Level II - Grades three, four and five

Level III - Middle school, grades six, seven and eight

Level IV - High school, grades nine through twelve

Both disciplinary and interdisciplinary activities are suggested. The Source Books are to be sent to all schools so that planning for the Bicentennial year may take place. It is hoped that principals will budget for the selected activities and that additional ideas and activities will be submitted from the schools for inclusion in the revised bulletins in the spring of 1975.

ACKNOWLEDGEMENTS

Organization for Bicentennial activities has involved many individuals. Special recognition is due to Mr. Donald Vetter, Supervisor of Social Studies, for his leadership as chairman of the Bicentennial committee; Mrs. Virginia Murray, Elementary Supervisor; and Dr. Robert Kersey, Director of Curriculum, for their assistance with workshops and editing.

Bicentennial Committee

Student representatives:

Kathy Arnold	Francis Scott Key
Tony Sims	South Carroll
Donna Harrison	South Carroll
Jack R. Veara	South Carroll
Kelly Marsh	South Carroll
Terry Sapp	South Carroll
Martha Larkins	South Carroll
Susan Griesmyer	Westminster
Julie Packer	Westminster
J. Keene	North Carroll
Karen England	North Carroll
Serita Zumbrun	North Carroll
[illegible]ue Rambol	North Carroll
Brenda Feeser	North Carroll
Brian Hockheimer	North Carroll

School Bicentennial Chairmen:

Elementary

Donna McPartland & Peggy James - Charles Carroll
Elizabeth Wantz - Elmer Wolfe
Pat Moseley & Janet Hersh - Hampstead
Charlotte Collett & Joretta Allwine - Manchester
Marilyn Kirschner - Taneytown
Sharon Herb - Robert Moton
Patricia Amass - East End
Erma King - West End
Martha Devilbiss - William Winchester

Elementary (cont'd)

Nancy Orth - Mechanicsville
Peggy Hahn & Louise Borneman - Uniontown
Ruth Schneehagen - Sandymount
Dorothy Mangle - Freedom
Larry Thompson & Alan Potter - Eldersburg
Pauline Sinclair - Winfield
Bill Wolfe - Mt. Airy
Sabra Kittner - County Resource Center
Shirley Hayes - East End
Virginia Murray - Committee Chairman

Middle School

Virgil Rhoten & Marcia Edward - West Middle
Robert Burger - Sykesville Middle
Miriam West - Taneytown Middle
Mildred Shipley & Miriam Flynn - East Middle
Minerva Bennett - Mt. Airy Middle
Philip Martin - New Windsor Middle
David Booz - North Carroll
Lillian Rodgers - Central Office
Pat Cullison - P. T. A.
Victor Makovitch - Committee Chairman

High School

Linda Taylor & Terry Doyle & Stephanie Douglas - Westminster
Nancy Spicknel - North Carroll
Linda Van Hart - Francis Scott Key
Gordon Davis - Vo-Tech Center
Ted Jump - South Carroll
Ellen Joseph - League of Women Voters
Robert Kersey - Committee Chairman

Writing Workshop Committee:

Level I

*Sharon Herb - Robert Moton - Grade 1
Marilyn Kirschner - Taneytown - Grade 2
Ruth Schneehagen - Sandymount - Kindergarten
Pauline Sinclair - Winfield - Kindergarten

Level II

Gail Hosmer - William Winchester - Grade 3
Erma King - West End - Grade 4
Peggy James - Charles Carroll - Grade 5
*Nancy Orth - Mechanicsville - Grade 4
Joretta Allwine - Manchester - Music
Dean Johnson - Mt. Airy - Physical Education
Joan Unger - (3 schools) - Art

Level III

*Robert Burger - Sykesville - Grade 6
Wayne Hughes - North Carroll - Grade 7
Michael Isaacs - Mt. Airy - Music
Anne Miller - West Middle - Art
Linda Selby - New Windsor - Grade 5
Nancy Phoebus - West Middle - Grade 8

Level IV

Winifred Connor - North Carroll - Home Economics
Stephanie Douglas - Westminster - English
Ross Merryman - South Carroll - Music
*Margaret Price - Francis Scott Key - Social Studies
Linda Van Hart - Francis Scott Key - Art
Andy Wizda - South Carroll - Social Studies
Roger Steele - Francis Scott Key - Science

Administrators and Supervisors:

Earl Hersh - Physical Education
Ted Jump - High School Sub-Committee
Sabra Kittner - Library and Media Services
Robert Kersey - Director of Curriculum
Victor Makovitch - Middle School Sub-Committee Chairman
Virginia Murray - Elementary
Lillian Rodgers - English and Foreign Languages
Donald Vetter - Social Studies

*Sub-Committee Chairperson

NOTES TO THE USER

The Bicentennial Source Books are designed to generate ideas for integrating the Bicentennial Celebration into the various disciplines, classroom activities, and/or school wide events. At the elementary level, Levels I and II, activities cover a variety of subjects and are of many types. They are to be integrated into the varied units of study throughout the school year. The Source Books for Level III and IV, i.e. middle and high school, are organized according to the disciplines into which they may appropriately be integrated. However, many activities are suitable for more than one discipline. In the event of crossing over, it is recommended that teachers and departments communicate so that duplications are avoided.

In planning activities, a balance among Heritage Horizons, and Festivals should be a goal. The local Bicentennial Committees should constantly review the over-all picture within their school. The County Committee will do likewise on the county level.

RECOMMENDATION PROCEDURES

1. The School Bicentennial Committee should review the appropriate level(s) Source Book(s) for their school,
2. Make decisions on some school-wide events,
3. Meet with teachers and ask them to make a tentative commitment to a particular discipline or to classroom activities,
4. Request from the school administration some funds from the present budget for Bicentennial preparation activity,
5. Be certain that the building principal budgets for funds to carry out Bicentennial activities of a sufficient variety and depth. The amount budgeted will depend on the activities and events decided upon.

PRE-ARRANGED COUNTY-WIDE EVENTS

1. Five museum visits - Baltimore

The National Endowment for the Arts has awarded a grant to five Baltimore museums for the purpose of organizing an interrelated Bicentennial program featuring Maryland's most historical artifacts. The following program has been arranged:

Walter's Art Gallery - Art in Europe 1750-1800

Baltimore Museum of Art - Art in America 1750-1800

Maryland Historical Society - Art in Maryland 1750-1800

Peale Museum - Baltimore's Revolutionary Generation

Maryland Academy of Science - Explorers of Time and Space in Maryland 1776-1976

2. Traveling Art Exhibit - Smithsonian Institution

An exhibit entitled The Black Presence in the Era of the American Revolution 1770-1800 has been scheduled in Carroll County for September 27 to December 14, 1975. The exhibit will be circulated among several county locations.

The Smithsonian offers the following description:

> The celebration of a Revolution, especially one that promised liberty and justice for all, may provide an opportune moment for a fresh view of one feature of the event that for two centuries has been absent from the official rhetoric of the Fourth of July. It is the aim of this exhibition to restore to the national memory an historic fact that has been long suppressed or forgotten--the living presence of black men and women during the thirty years that stretched from the martyrdom of Crispus Attucks in the Boston Massacre of 1770 to the conspiracy of Gabriel Prosser in Virginia at the turn of the century. This photopanel version of the exhibition originally organized by the National Portrait Gallery of the Smithsonian Institution consists of many portraits - taken from manuscripts and written accounts as well as from drawings and paintings - of a representative number of black Americans. Approximately 45 panels.

CALENDAR OF BICENTENNIAL EVENTS

The office of Curriculum Development will take the leadership in coordinating a calendar of Bicentennial Events for the Carroll County Public Schools. Within each source book there is a sample form designed to help feed data into the curricular office. Schools are requested to manufacture a sufficient number for their use of the enclosed as a model.

Bicentennial Calendar Information
submit to curriculum office

School: _____

Activity planned: (brief description)

Date of activity: _____ Grade Level: _____

Discipline: _____ Interdisciplinary: _____ School-wide: _____

Circle: Heritage - Horizons - Festival

(opt.) Teacher(s) in charge : _____

SOURCES OF INFORMATION

Listed below are some key general sources of Bicentennial information.

Additional more specific sources are mentioned in the various source books.

Carroll County Bicentennial Commission
259 Smith Avenue
Westminster, Maryland 848-3963
Mr. Frank Goodfellow, Chairman

Maryland Bicentennial Commission
2525 Riva Road
Annapolis, Maryland 21240
(Maryland Continental Newsletter)

Peoples Bicentennial Commission
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

ARBA (American Revolution Bicentennial Revolution)
736 Jackson Place, N.W.
Washington, D.C. 20276
(Bicentennial Times)

THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Vegetable Prints

TYPE OF ACTIVITY: Making a Repeat Design Using Vegetables to Make the Prints

OBJECTIVE: Each child will simply make a block print in the colonial manner, using materials suitable for younger children. Children will have experience in relief printing.

BACKGROUND INFORMATION: The early American block printers began by printing wallpaper and textiles. The wallpaper printers used large wooden blocks repeated on thirty by forty inch pieces of paper. The textile printers were called calico printers.

One of the most famous calico printers was John Hewson of Philadelphia. He served in the Continental Army and was captured by the British. When he escaped they put a very high price on his head. This was because he was so very well known and also because the British wanted to protect their monopoly on printed cloth.

Martha Washington wore gowns of cloth printed by him.

MATERIALS:

Potato or carrot
Dull knife
Poster paint
Paper towel
Large paper
Paint brush

PROCEDURE:

1. Slice potato or carrot in half. Pieces should be convenient to hold.
2. Cut pieces out of the cut edge to form design. All pieces removed will not print.
3. Either paint color directly on surface of vegetable or paint color onto a folded paper towel and use like a stamp pad.
4. Stamp design on paper.

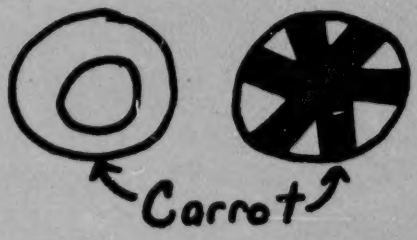
PROCEDURE: (cont'd)

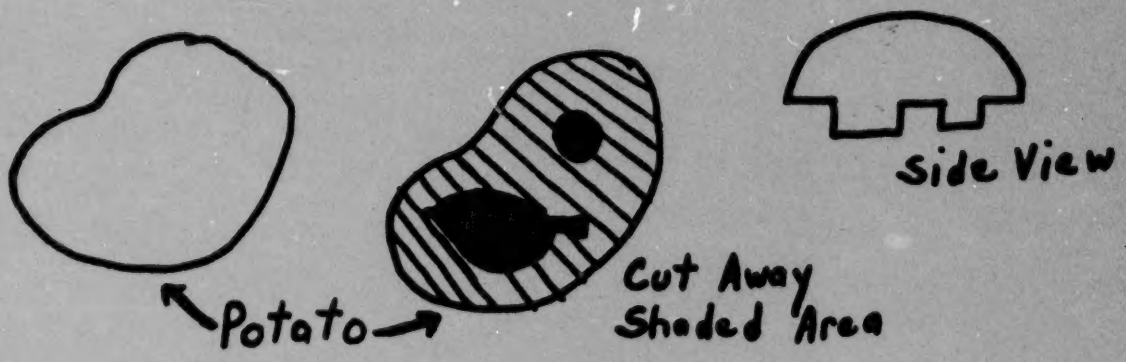
5. "Re-ink" design with paint as needed.

6. Can be a random (anyplace) repeat or more formal (like stripes).

VARIATIONS AND MODIFICATIONS:

These can be used for wrapping paper, book covers or anyplace where decorative paper is appropriate. These can be printed on textiles. It can be washable if textile paints are used. Do not wash poster colors.





THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Beadwork

TYPE OF ACTIVITY: Bead Weaving

OBJECTIVE: Children will produce a decorative article in the same manner as the Indians. Children will experience using new materials (most children have not worked with seed beads before).

BACKGROUND INFORMATION:

Beading has been the "folk art" of the American Indian since the time traders first brought glass beads to America from the Old World.

The Indians used the beads to make decorations and designs on their clothing and personal belongings, copying forms and sights from nature.

The Woods Indians from the Northern and Eastern parts of the country used patterns of flowers, leaves, curved designs, trees and animals. These are the natural things around them.

MATERIALS AND RESOURCES:

Seed beads
Strong thread
Bead needles
Bead loom (Essentially a three-sided box with a nail sticking out on either end. Slits are cut along the top edges. These should be placed about the width of a bead apart.)

Indian Beads and Beadwork. Craft Course Publishers, Inc., Temple City, California: 1964. pp. 8-9.

Pages 5 and 6 were removed from this document prior to its being submitted to the ERIC Document Reproduction Service.

PROCEDURE:

1. String loom.

   Fasten one end of thread to nail on outside of loom. Draw it lengthwise across the loom in the grooves. Now run thread through to the nail on the loom end and wind it back and forth in each groove until required number of lines have been made. The number is one more than the number of beads to be used.

2. Tie end of weft thread to loom. Pick up the correct number of beads on the needle. Pass needle and beads (from left to right) under all the warp threads. Push beads up between warp threads.

3. Run needle back thru beads from right to left, over the top of warp threads.

4. Continue beading, changing colors of beads as desired for design.

THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Appliqué

TYPE OF ACTIVITY: Appliqué an Album Quilt

OBJECTIVE: Children will use the colonial technique of applique to express personal likes or an important event in their lives. Children will learn how to applique.

BACKGROUND INFORMATION:

American applique is a unique native folk art. There is nothing like it anywhere else. The original appliqués were made of muslin backing and scraps of cloth. These cloths were either scraps of very expensive material smuggled in from India or scraps from old clothing. Many of the original quilts were repeat patterns of floral designs. The more interesting quilts were original designs called "Friendship Medleys", "Freedom Quilts", and "Album Quilts". The "Friendship Quilts" were appliqued blocks put together at the traditional Engagement Quilting party. The blocks were brought by the engaged girl's friends and fashioned into a quilt during an afternoon Quilting Bee. "Freedom Quilts" were made to celebrate a young man's coming of age. The "Album Quilts" were family records and the blocks were made by individual members of the family to commemorate occasions or interests of the artist. "Friendship Quilts" were made by neighbors for families going west or in distress. The neighbors each worked a piece of the quilt and then got together to finish it.

The difference between pieced quilts and appliqued quilts is that pieced quilt blocks consist of pieces put together to form the block --appliqued blocks have a solid square of material with the design sewn on top.

MATERIALS AND RESOURCES:

Unbleached muslin cut in squares
Scraps of double knit or felt which won't ravel
Embroidery thread-needles

PROCEDURE:

1. Show examples of colonial appliqued quilts.

2. Discuss why they were made.

PROCEDURE: (cont'd)

3. Discuss how they were made.

4. Have children choose a scene or event they would like to design.

5. Review overcast stitch which is used to fasten the appliquéd pieces to the backing.

6. Cut pieces, pin to muslin and stitch to backing.

7. Add embroidery if needed or desired.

8. After the blocks are finished, stitch together to form quilt top.

9. There may be some enterprising mothers willing to put a backing on it.

VARIATIONS AND MODIFICATIONS:

1. Small individual doll quilts can be made.

2. Appliqué squares can be used for pillow tops or pictures, aprons, pot holders, or other decorative uses.

THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Stencilling

TYPE OF ACTIVITY: Stencilling on Wood, Tin, Paper, Cloth

OBJECTIVE: Children will reproduce a design using a colonial method.

BACKGROUND INFORMATION:

Early American Stencils can be found on walls, floors, and furniture. The stencilling on walls and floors was simple and two-dimensional in concept. The furniture designs were much more ornate, often striving for a three-dimensional effect. Furniture stencillers often used bronze powder in their work and were sometimes known as gilders.

The artists who stencilled on walls were usually itinerants who wandered from town to town decorating as they went. Their individual identities have been lost. Wall stencilling was especially popular all over the colonies because it was cheap and durable.

Those who worked on furniture usually had their own shops and their work can be identified.

The original stencils were metal and could be used over and over again.

MATERIALS AND RESOURCES:

Bogus paper
Scissors
Wood, tin, paper, cloth (as desired for background)
Paint
Textile paint
Crayons

PROCEDURE:

1. Show examples of colonial stencils.
2. Discuss characteristics of stencils.
   a. Simplicity
   b. Symmetry
   c. Parts of design must be distinctly separated

PROCEDURE: (cont'd)

3. Demonstrate (using pre-cut stencil) how they are used.

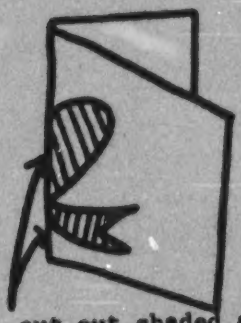
   Cut stencils:

   a. Fold bogus paper in half

   b. Cut half stencil on fold

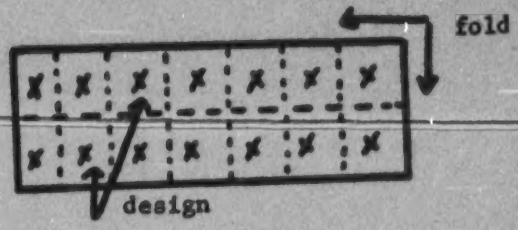
   c. Open and fill in hole with desired medium

   folded paper



   cut out shaded areas

4. After students become accustomed to handling stencils, demonstrate methods of repeating designs. These can be used in borders and all over designs. A simple method of repeat is to fold the paper or cloth into sections and place a design in each section.



VARIATIONS AND MODIFICATIONS:

The easiest method is using crayons on paper. You can use enamel paint on tinware by taping the stencil to the can. Follow directions for textile paints.

THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Weaving

TYPE OF ACTIVITY: Hand weaving a mat with a design

OBJECTIVE: Children will learn the weaving process. Children will learn how to produce simple designs in weaving.

BACKGROUND INFORMATION:

One of the first assertions of American Independence was the continuation of hand weaving after King George III forbade it. He wanted the colonists to raise the flax and wool and ship them to England for use by the English weavers. Naturally the American housewife was not going to abandon her own weaving and buy the expensive, imported finished product. Weaving their own cloth, out of their own raw materials, was an economic necessity and no edict from the ruler across the sea could deter them.

MATERIALS AND RESOURCES:

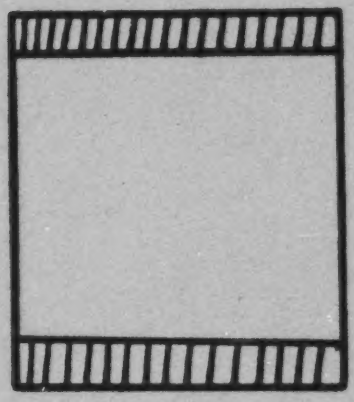
*1. Cardboard loom
2. Yarn
3. Large needle

PROCEDURE:

1. Show examples of colonial weaving.
2. Discuss types of looms available (table loom, inkle loom). Show actual examples and demonstrate how to use them.
3. Discuss patterns using stripes and plaids.
4. Design weaving on paper.
5. Warp loom according to plan.
6. Review weaving technique.
7. Weave according to plan.

*Cardboard loom:

1. Corrugated cardboard
2. Rule line across, ½" from the top and bottom
3. Rule and cut lines ¼" apart from top and bottom to previously ruled horizontal lines



THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Rug Hooking

TYPE OF ACTIVITY: Hooking a square perhaps to incorporate into a rug

OBJECTIVE: Children will learn the technique of "hooking". Children will produce a design using a technique of colonial times.

BACKGROUND INFORMATION:

The first hooked rugs were made from the rag bag. All the cloth that the early settlers had was hand made and represented a lot of hard work, therefore it could not be wasted after its original usefullness was gone. The cloth was cut in very thin strips, (after being dyed) and pulled with a hook thru loosely woven backing. The housewife usually created her own design. The most popular themes were animals, flowers, or a patriotic design.

MATERIALS AND RESOURCES:

1. Burlap 12" x 12"
2. Masking tape
3. Pencil
4. Thick crochet hook
5. Rug yarn
6. Rubber backing liquid or rubber cement

PROCEDURE:

1. Show examples of Colonial Hooked Rugs.
2. Discuss how they were made and why.
3. Bind edges of burlap with masking tape. Rule a 10" x 10" square in middle leaving 1" margins all around.
4. Draw simple design.
5. Transfer design to burlap.
6. Show how to hook.
   a. Place thread under burlap

PROCEDURE: (cont'd)

b. Stick hook through burlap (through a space in cloth)

c. Pull up loop of thread through space

d. Repeat process making loops close together

7. Finish piece.

8. Coat back with liquid rubber if it is to be used on floor.

9. Proceed to join pieces for rug or make pillow (see needlepoint activity).

VARIATIONS AND MODIFICATIONS:

Braided rugs.

THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Basketry

TYPE OF ACTIVITY: Making a simple basket

OBJECTIVE: Children will create a useful object in the manner and technique used by the colonists.

BACKGROUND INFORMATION:

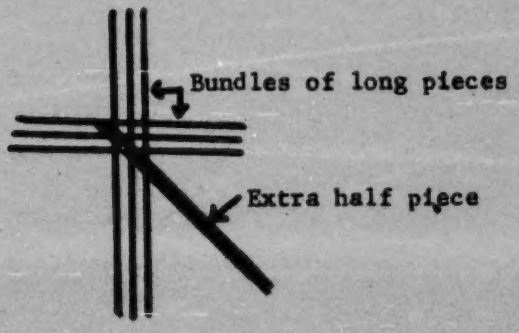
Both the Colonists and the Indians used materials from nature. One of the most prevalent natural materials is dried grass or reeds. These were woven into baskets for household use.

MATERIALS AND RESOURCES:

1. Water
2. Reed
3. Reed cutters or pliers

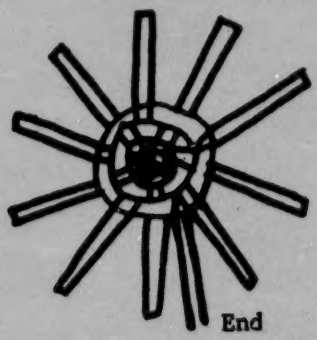
PROCEDURE:

1. Show examples of simple basketry.
2. Discuss how they were made and their uses.
3. Soak reed in water for an hour.
4. Use an even number of long reeds plus one reed, half the length of the others.
5. Cross two bundles of long pieces. Insert extra piece (see illustration).



PROCEDURE: (cont'd)

6. Taking another reed, begin to weave in between the bundles, over one and under the next. Use extra piece as if it were a bundle. After the first round separate a reed from each bundle and continue weaving. After each subsequent round separate the reeds and continue weaving. Do this until all the reeds have been separated and are being woven individually.



End

7. Continue weaving flat until desired size of bottom has been achieved.

8. In order to build walls, tighten weaving reed and the walls will rise.

9. After the desired height has been achieved, cut foundation reeds to uniform size, leaving a piece about two inches sticking up. Bend these down into the top making a scalloped edge all around.

VARIATIONS AND MODIFICATIONS:

Flat, circular mats can be woven.

THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Cross Stitch Sampler

TYPE OF ACTIVITY: Stitching on burlap

OBJECTIVE: Children will create a decorative wall hanging in the colonial manner.

BACKGROUND INFORMATION:

Cross stitch samplers were used as teaching aids. Little girls were supposed to learn the womanly art of stitching by making samples of their stitches.

MATERIALS AND RESOURCES:

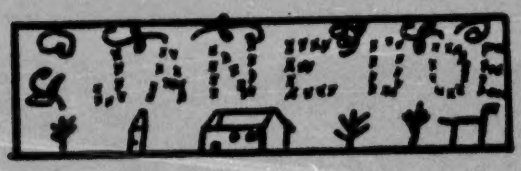
1. Needles
2. Embroidery floss
3. Burlap with edges taped to prevent fraying (masking tape)
4. Pencil
5. Straight edge or ruler

PROCEDURE:

1. Show samples of samplers.
2. Discuss format.
3. Choose either alphabet or motto.
4. Rule off area for lettering leaving space around it for designs.
5. Review cross stitch and running stitch.
6. Proceed with work.

VARIATIONS AND MODIFICATIONS:

Depending on the age and ability of the student this could be simplified (cross stitch first name and design) or complicated (alphabet and motto).



THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Embroidery - Stitchery

TYPE OF ACTIVITY: Stitching a picture

OBJECTIVE: Children will use the same stitchery methods as the colonists to create a contemporary work. Children will produce a pleasing picture using stitchery as the medium.

BACKGROUND INFORMATION:

The earliest known pieces of embroidery dates back to the Norman Invastion of England. Embroidery became very popular in the following centuries, especially among the moneyed classes. When the first settlers came, there wasn't much time for decoration, but as life became easier, the art of embroidery was revived. Home dyed yarn was used on homespun linen. The American embroiderer was much less inhibited than her European counterpart. She designed her own work, using her own imagination for inspiration. American embroidery of the colonial period is easily recognized because of its freedom of expression.

MATERIALS AND RESOURCES:

1. Burlap
2. Rug yarn
3. Needles

PROCEDURE:

1. Fringe burlap.
2. Show examples of Colonial Embroidery.
3. Discuss how they were made.
4. Review stitches used.
5. Decide on subject and proceed to stitch.

VARIATIONS AND MODIFICATIONS:

Use stitchery on burlap to create a useful article. Stitch a simple drawstring bag or placemat. Keep article small or the children will lose interest.

THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Needlepoint Pillow or Design to be Framed

TYPE OF ACTIVITY: Needlepoint on Dixie Mesh (canvas with five holes to the inch)

OBJECTIVE: Children will learn the technique of needlepoint. Children will reproduce patriotic designs or designs of the colonial period.

BACKGROUND INFORMATION:

Needlepoint was brought here by the English Colonists. The original pieces were made with wool yarn on stiff mesh. They were rugs, bed curtains, (to keep them warm) bell pulls and vests. Needlepoint was usually done by the rich ladies of the ruling classes. Martha Washington was one of the first American needlepointers. Ten chaircovers, worked by her, can be seen at Mount Vernon. They are in the traditional English shell pattern.

MATERIALS AND RESOURCES:

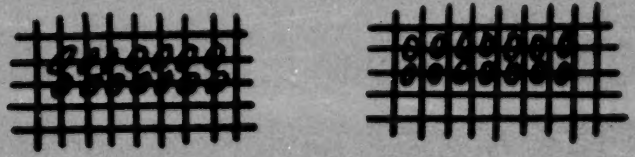
1. Dixie mesh - 5 holes to the inch, approximately 12" x 12"
2. Masking tape to bind edges of mesh
3. Magic marker
4. Paper - crayons
5. Rug yarn
6. Felt and stuffing for pillows

PROCEDURE: (suggested time allotment about 3 weeks off and on) - becomes fascinating and can be used as a time filler or reward

1. Show examples of colonial needlepoint or needlepoint with patriotic themes.

2. Discuss method of reproducing design on canvas.

3. Teach tent stitch or upright stitch.



PROCEDURE: (cont'd)

4. Choose design and create it on paper. (actual size 10" x 10") Make sure to color it in completely. Make sure to keep it large and simple.

5. Bind edges of mesh with masking tape.

6. Rule a 10" x 10" square in the middle leaving a blank 1" border around edge, using magic marker.

7. Tape design to table. Tape mesh over it matching 10" x 10" areas. Draw design on mesh (you can see right through it) with magic marker. It may help to use different colors and fill in areas on mesh according to the design plan.

8. Stitch according to design.

To make pillow:

1. After finishing, remove tape from edges. Fold unworked borders to back and tape.

2. Cut felt to size. Overcast three edges together, leaving fourth edge open for stuffing.

3. Using Dacron stuffing (shredded foam clings to everything), stuff pillow firmly.

4. Close fourth side.

VARIATIONS AND MODIFICATIONS:

Picture may be framed. The shape can be changed, such as long and narrow for a bell pull.

THEME: Heritage, Festival

SUBJECT AREA: Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Ball and Cup

TYPE OF ACTIVITY: Project

OBJECTIVE: The children will make a colonial toy and develop eye-hand dexterity by playing with it.

BACKGROUND INFORMATION:

The ball and cup toy concept has been popular in many cultures throughout the world. Long hard winters or leisure time on ships, etc., were filled by whittling articles such as the "ball and cup", and then hours of practicing to achieve dexterity.

The object of the toy is to hold the cup by the handle with the ball hanging down. Using only one hand to flip the ball into the cup. After achieving this the player can devise variations of more difficulty.

This project has been simplified in the choice of materials so that children can produce a perishable product. Plans for a "ball and cup" requiring the use of a lathe have been included. Perhaps a parent with a workshop might make one for the class. A brother working in a high school wood shop might like to make one.

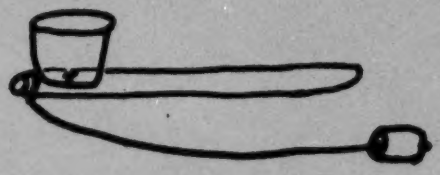
MATERIALS AND RESOURCES:

1. 5 oz. paper cup (may be 7 oz.)
2. Wooden dowel ½" diameter, approximately 12" long
3. 1 wooden bead 3/4"
4. 1 piece of strong cord 30" long
5. Glue
6. 1 large thumb tack

Schnacke, American Folk Toys.

PROCEDURE: (suggested time allotment ½ hour)

Have children work in pairs to assist one another. Show a real "ball and cup" and demonstrate its use.



1. Attach cup near end of dowel using glue and thumb tack through bottom of cup.
2. Tie cord tightly around dowel in front of cup and glue.
3. Slip bead on end of cord and knot so that cord will not pull through, glue.
4. Allow to dry thoroughly.

VARIATIONS AND MODIFICATIONS:

1. Have children look for modern toys that are similar to the "ball and cup".
2. Use toys in a contest to see who can catch the ball the most times without missing.

Take home plans for real "ball and cup".

MATERIALS AND RESOURCES:

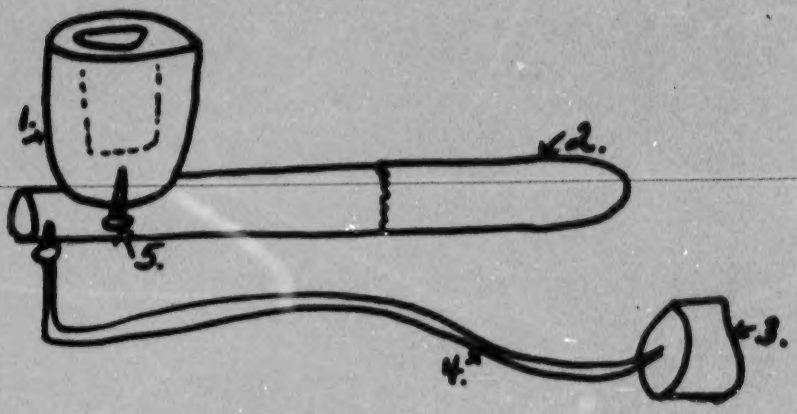
1. One cup, hardwood 2¼" diam. x 2-3/4" long
2. One handle, wooden branch 5/8" diam. x 11" long
3. One ball, hardwood 7/8" diam. x 3/4" long
4. One cord #21 nylon twine, 185 lb. test, 30" long
5. One screw, roundheaded wood screw 1½" long
6. Glue, white

PROCEDURE:

1. Ball and cup are turned on a lathe from hardwood.
2. Cup hollowed out on a lathe if a faceplate is used or bored later.
3. Fasten the cup to the handle using a wood screw.

PROCEDURE: (cont'd)

4. Tie one end of the 30" long cord to the handle at the base of the cup. The other end is fastened so that the knot is concealed in the counter bore inside the ball and held with glue.



THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 1,2, 3-5

NAME OF ACTIVITY: Corn Cob Dolls

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will create a toy of the colonial period.

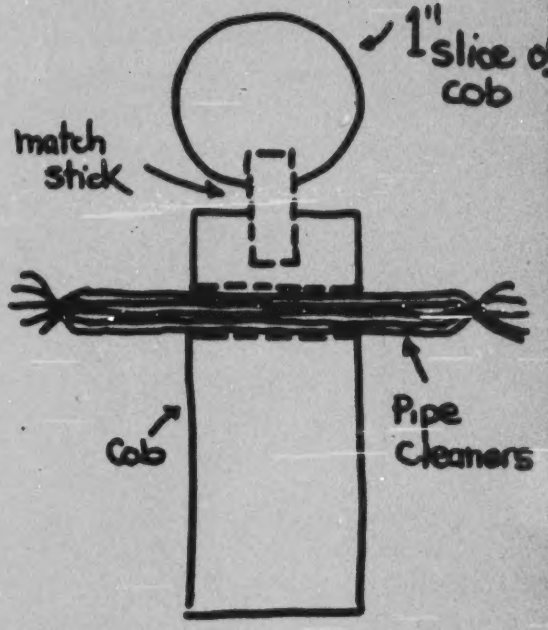
BACKGROUND INFORMATION: See Clothespin Dolls

MATERIALS:

One corn cob
One wooden matchstick
Five pipe cleaners, 6" long
One bean

PROCEDURE:

1. Cut about 1" from the wide end of the cob.
2. Drill hole in top of cob and side of cob-slice.
3. Glue matchstick as shown.
4. Drill hole through side of cob as shown.
5. Put 5 pipe cleaners through hole.
6. Twist ends to form fingers.
7. Dress as desired.



THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 5, 4, and 3

NAME OF ACTIVITY: Portfolio of People, Places and Events

TYPE OF ACTIVITY: Research

OBJECTIVE: The student will research a topic and compile a report for presentation to the class.

BACKGROUND INFORMATION: Information or source of information will be needed for any topics chosen. (See suggested list under procedure.)

MATERIALS AND RESOURCES:

Folder for each child
Pictures of people, places, and events of the Revolution

Copeland, Peter F., Uniforms of the American Revolution. New York: Denver Publications. 1974.

A Coloring Book of the American Revolution. California: Bellerophon Books. 1973.

PROCEDURE: (suggested time allotment several weeks)

1. List people, places and events on the board or on a chart.

   For example: (appropriate for grade or class)

Thomas Paine	Bunker Hill	Tories
Benjamin Banneker	Valley Forge	Hessians
George Washington	Fort Ticonderoga	Paul Revere's Ride
Ben Franklin	Bread's Hill	Continental Army
Ethan Allen	Yorktown	Boston Tea Party
Benedict Arnold		Signing the Declaration of Independence
Lord Cornwallis		
Betsy Ross		
Sam Adams		
General William Howe		
King George		
Lafayette		
Patrick Henry		
Tom Jefferson		
John Paul Jones		

2. Allow students to choose a topic for research (may be a committee).

3. Each student will write a summary of his research (may be a committee).

PROCEDURE: (cont'd)

4. Give each child a folder containing a ditto picture for each topic being researched by the class.

5. Allow each student or committee to present a report to the class.

6. Discuss the report.

7. Using the back of the picture in the folder the class members will record the important facts presented to the class.

8. Children will color the picture.

9. Review the topic presented by allowing a child to read or tell his summary.

10. Continue steps 5-9 until project is completed. Each child will have a portfolio of people, places, and events of the Revolution.

VARIATIONS AND MODIFICATIONS:

1. Have a diorama project involving Revolutionary events and figures.

2. Make learning stations from the reports.

3. Create a skit or play from an event of interest to the class or a group from the class, such as:

   Washington Crossing the Delaware
   The Boston Tea Party
   Paul Revere's Ride
   Ben Franklin Inventing the Stove, etc.
   Betsy Ross Making the Flag

4. Using Revolutionary Characters:

   Make a puppet and write a dialogue for the puppet.
   Make a silhouette for display in the room.

5. Do a choral reading of "I Am The United States".

"I Am The United States"

I was born on July 4, 1776, and the Declaration of Independence is my birth certificate. The bloodlines of the world run in my veins, because I offered freedom to the oppressed. I am the United States.

I am the 180 million living souls, and the ghost of millions who have lived and died for me.

I am Nathan Hale and Paul Revere. I stood at Lexington and fired the shot heard round the world. I am Washington, Jefferson, and Patrick Henry. I am John Paul Jones, the Green Mountain boys, and Davy Crockett. I am Lee, Grant, and Abe Lincoln.

I am the Brooklyn Bridge, the wheat lands of Kansas, and the granite hills of Vermont. I am the coal fields of the Virginias and Pennsylvania; the fertile lands of the West; the Golden Gate and the Grand Canyon. I am Independence Hall, the Monitor and the Merrimac.

I am big. I sprawl from the Atlantic to the Pacific, three million square miles throbbing with industry. I am more than five million farms. I am forest, field, mountain and desert. I am quiet villages and cities that never sleep. You can look at me and see Ben Franklin walking down the streets of Philadelphia with his bread loaf under his arm. You can see Betsy Ross with her needle. You can see the lights of Christmas and hear the strains of Auld Lang Syne as the calendar turns.

I am Babe Ruth and the World Series. I am 169,000 schools and colleges and 250,000 churches where people worship God as they think best. I am a ballot dropped in a box; the roar of a crowd in a stadium, and the voice of a choir in a cathedral. I am an editorial in a newspaper, and a letter to a Congressman.

I am Eli Whitney and Stephen Foster. I am Tom Edison, Albert Einstein, and Billy Graham. I am Horace Greeley, Will Rogers, and the Wright brothers. I am George Washington Carver, Daniel Webster, and Jonas Salk.

I am Longfellow, Harriet Beecher Stowe, Walt Whitman, Thomas Paine.

Yes, I am the Nation, and these are the things that I am. I was conceived in freedom, and, God willing, in freedom will I spend the rest of my days. May I possess always the integrity, the courage, and the strength to keep myself unshackled, to remain a citadel of freedom and a beacon of hope to the world.

I am the United States.

-- Author Unknown

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Paul Revere's Midnight Ride

TYPE OF ACTIVITY: Choral Reading

OBJECTIVE: The student will be able to read expressively with a group and discuss the event known as Paul Revere's Ride.

BACKGROUND INFORMATION: In April 1775 General Gage sent 800 British troops to Concord to destroy the Patriot's supplies. It was Paul Revere and William Dawes who were responsible for alerting the minutemen to this attack with a lantern signal from the steeple in North Church.

MATERIALS AND RESOURCES:

Poem, "Paul Revere's Midnight Ride," by Henry W. Longfellow. Duplicate for the class.

PROCEDURE:

1. Discuss the historical event comparing and contrasting it to the poem.
2. Choral reading of the poem.
3. Tape the reading of this poem.

VARIATIONS AND MODIFICATIONS:

1. Class may create illustrations of the verses of this poem, or a class mural would be appropriate.
2. Research the Minutemen.
3. Write original poems about Paul Revere and William Dawes.
4. Role play or create a skit of this event.
5. Make a salt-paste map of the Boston-Concord area and paint the routes taken by Revere and Dawes.
6. Read to the class Paul Revere's account of this ride (Voices from America's Past edited by Richard B. Morris and James Woodress, New York: E. P. Dutton.)

VARIATIONS AND MODIFICATIONS: (cont'd)

7. Ditto of soldiers' uniforms for students to color.*

8. Beale's reproductions of "Paul Revere's Ride" may be obtained by writing to: The Revere Copper and Brass, Incorporated
230 Park Avenue
New York, New York 10017

These are free, and beautifully illustrated.

*Example on following page

Page 30 was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.

A Children's Coloring Book of Lexington, Massachusettes Battle Green Publications, Lexington, Massachusettes, c. 1970.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 4-5, 3 Simplified

NAME OF ACTIVITY: Colonial Careers

TYPE OF ACTIVITY: Job descriptions by individuals or committees

OBJECTIVE: The children will become familiar with certain colonial careers by reading about and describing them.

BACKGROUND INFORMATION: When America was settled the settlers had to provide their own "necessities". A man, perhaps with his neighbor's help, would cut down and hew the lumber for his home. Furniture was made by hand. A woman made soap and candles and ground corn for bread. She spun linen and wool, wove it into cloth, and sewed the family's clothing.

As the settlers prospered, they paid their more skillful neighbors to make certain of these articles for them. When a person spent all of his time making products for others he became a workshop craftsman. Many skilled craftsmen developed. Colonial Craftsmen by Tunis lists many crafts and jobs.

MATERIALS AND RESOURCES:

Tunis, Edwin, Colonial Craftsmen. Cleveland: World Publishing. 1965.

Tunis, Edwin, Colonial Living. Cleveland: World Publishing. 1957.

Meet the Craftsmen. Hagerstown, Maryland: Hagerstown Bookbinding and Printing Company. 1973. (An excellent coloring book. For information or to obtain, write to Jefferson County Chamber of Commerce, Charles Town, West Virginia 25414.

PROCEDURE: (suggested time allotment ½ hour a day for several days)

1. List jobs from the colonial period on a chart or the chalkboard. For example:

Shipbuilders	Blacksmith	Wigmaker
Whalers	Miller	Silversmith
Coopers	Shoemaker	Weaver

2. Discuss each craft briefly. Have job summaries available or books, pictures, filmstrips, etc. for use by the children.

PROCEDURE: (cont'd)

3. Allow a child or a committee to choose a craft and list the job details. This will result in a job or role description and should include the required skills.

4. Allow the children to present their findings in varied and creative ways. For example:

Role playing	Skits
Murals	Cardboard Box TV Shows
Bulletin boards	Etc.

VARIATIONS AND MODIFICATIONS:

1. Diorama contest.

2. Trunk collection of utensils and tools used in the various careers, to be -- touched, examined, sorted into career categories, etc., and discussed.

3. Visit the Carroll County Farm Museum.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 4, 5, 3 Simplified

NAME OF ACTIVITY: How Roles Change

TYPE OF ACTIVITY: Small group discussions, class discussion

OBJECTIVE: The children will discover that people living in different time periods had different environments and different ways of meeting their needs.

BACKGROUND INFORMATION: The colonial boys, girls, women, and men had busy days. They had few conveniences to make life easier.

A brief look through some of Tunis' books will supply a wealth of very readable information. (See resources below.)

MATERIALS AND RESOURCES:

Tunis, Edwin. Colonial Craftsmen. Cleveland: World Publishing. 1965.

Tunis, Edwin. Colonial Living. Cleveland: World Publishing. 1957.

Tunis, Edwin. The Young United States. New York: World Publishing. 1969.

Tunis, Edwin. Frontier Living. Cleveland: World Publishing. 1961.

Pictures, books, and filmstrips of colonial living.

PROCEDURE:

1. Divide into small groups of all boys or all girls per group.
2. Discuss the meaning of "role".
3. Have the groups of boys discuss what they think a boy's role was in colonial times, a man's role in colonial times.
4. The girls will do the same for girls' and women's roles.
5. Have resources available so they can see if they were correct.
6. Have them illustrate, list, and report on the colonial roles.
7. Share these with the class. Discuss whether the roles were harder then or now? Why the change?

PROCEDURE: (cont'd)

8. They may want to make pictures of the colonial job or role they illustrated as it would be in today's world.

9. Discuss how the colonials shared with and helped their neighbors. Decide if this was good or bad. Has something important been lost through self-sufficiency? Are there still opportunities to help others?

VARIATIONS AND MODIFICATIONS:

1. Make bread and butter from scratch.

2. Use the craft activities - weaving, quilting, candlemaking, etc.

3. Bring in resource people to demonstrate old crafts.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 3-5

NAME OF ACTIVITY: ABC of History

TYPE OF ACTIVITY: Puzzle

OBJECTIVE: The student will list alphabetically important personages or events from the 1760-1790 period.

BACKGROUND INFORMATION: Adequate knowledge of this period can be assured by using some of the other activities from this booklet as preparation for this activity.

MATERIALS AND RESOURCES:

Resource Materials, paper, oaktag

PROCEDURE:

1. Write the alphabet A to Z.

2. For each letter, name a significant character or place pertinent to the Revolution, i.e.

   Adams, Sam
   Bunker Hill
   Constitution
   Declaration of Independence
   Ethan Allan
   Franklin, Ben
   George III
   Hessians
   Independence
   Jefferson

VARIATIONS AND MODIFICATIONS:

Put each answer on oaktag cards and pass out at random to the students, who then line up in alphabetical order.

Use the words on flash cards for spelling, creative writing, reading.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 4-5

NAME OF ACTIVITY: Colonial Crosswords

TYPE OF ACTIVITY: Crossword Puzzle

OBJECTIVE: The student will be able to define selected terms from the Revolutionary period.

BACKGROUND INFORMATION: Basic knowledge of important men, places and events of the Revolutionary period.

MATERIALS AND RESOURCES:

Puzzle
Word list

PROCEDURE: (suggested time allotment 1/2 hour)

1. Give students puzzle.
2. Check when finished - allowing each child to fill in his puzzle correctly.

VARIATIONS AND MODIFICATIONS:

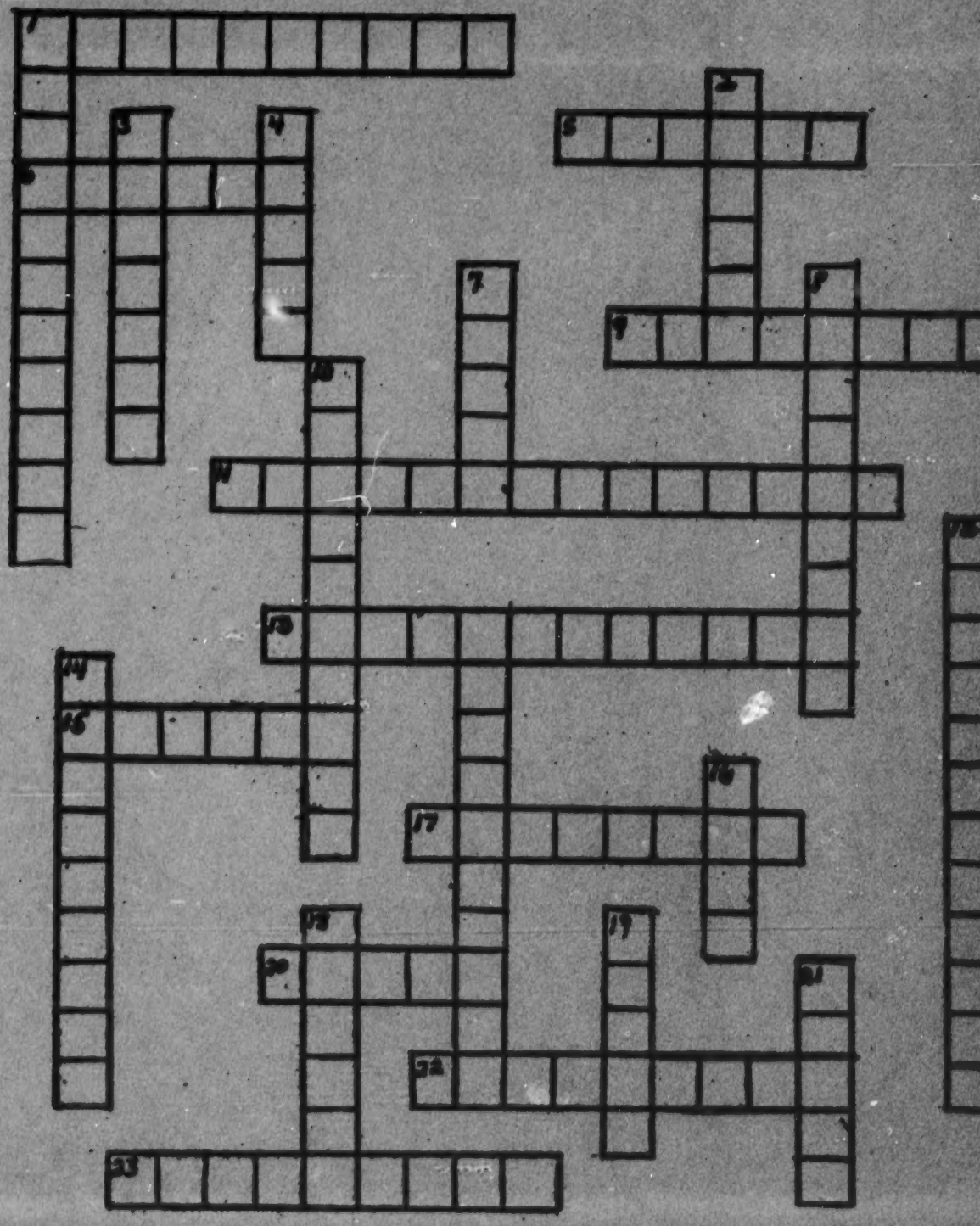
1. Make flash cards for the terms. Have different children tell what they know about each term.
2. Use in a learning station.
3. Allow children to construct a crossword puzzle (child's choice).

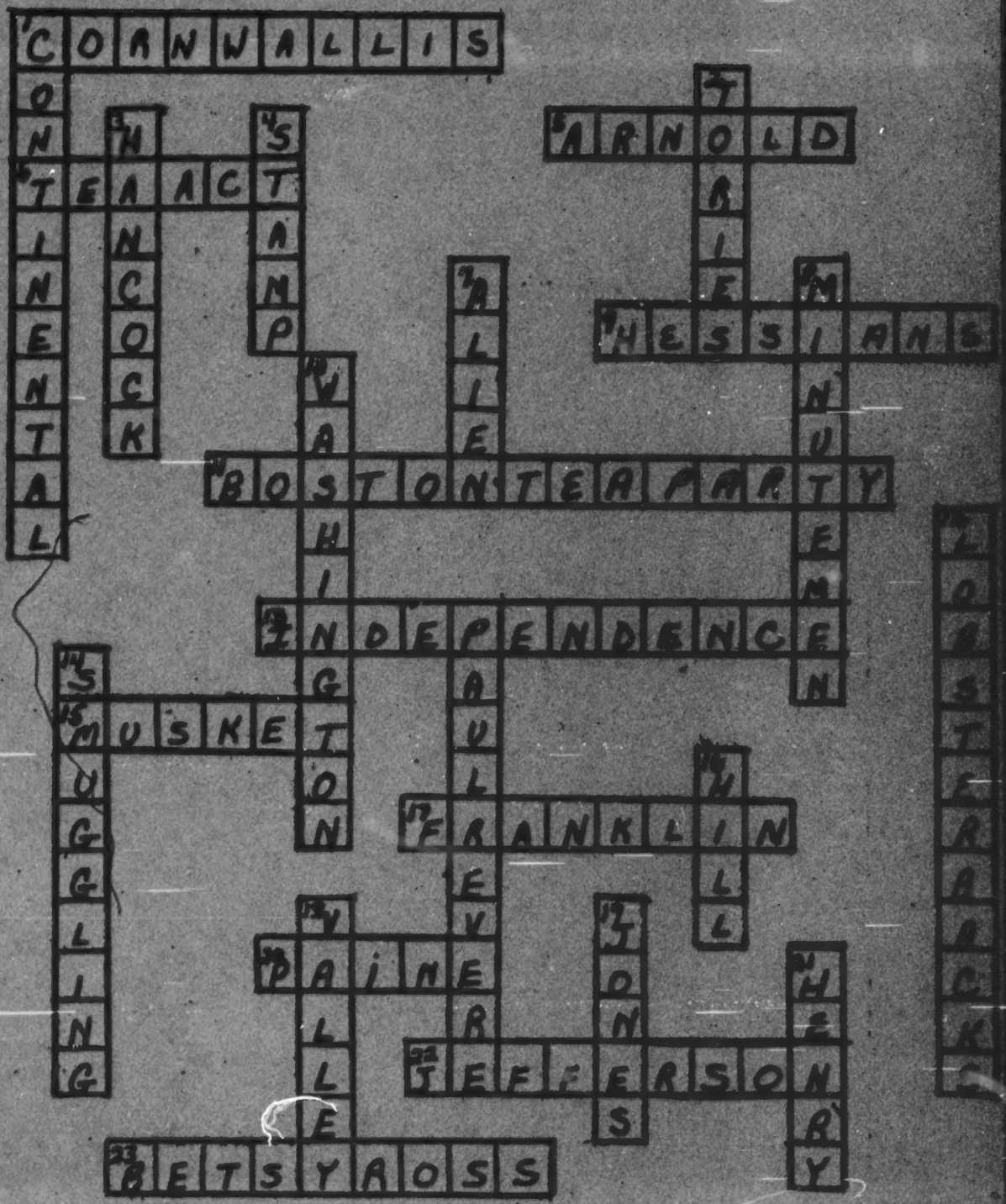
Cross

1. A British general defeated at Yorktown.
5. A traitor.
6. Allowed the British to sell their tea cheaper to the colonists than the colonist's tea.
9. Germans who helped the British.
11. Americans threw the tea in the harbor.
13. The colonists were fighting for _____.
15. Gun used in the Revolution.
17. American patriot and silversmith.
20. Wrote, Common Sense.
22. Wrote, The Declaration of Independence.
23. Makes flags.

Down

1. The colonies' army.
2. Colonist loyal to the British.
3. First signer of the Declaration of Independence.
4. Tax on legal documents, newspapers, almanacs, etc.
7. Ethan _____.
8. These men got their name for being ready in a short time.
10. First President.
12. Nickname for British soldiers.
14. The colonial merchants did not obey the trade laws; they were _____.
16. Banker _____.
18. Where Washington spent a cold winter _____ Forge.
19. American Naval hero.
21. He said, " . . . give me liberty or give me death."




1 CORNWALLIS
2 TEA ACT
3 HANCOCK
4 STAMP
5 ARNOLD
6 TAXATION
7 HESSIANS
8 MINUTEMEN
9 WALLACE
10 BOSTONTEAPARTY
11 INDEPENDENCE
12 SHIRLEY
13 MUSKETOON
14 FRANKLIN
15 PAINE
16 JEFFERSON
17 BETSYROSS
18 LOAFSTEAD

Crossword Puzzle Word List

George Washington
John Hancock
Paul Revere
Lord Cornwallis
Declaration of Independence
Hessians
John Paul Jones
Thomas Jefferson
Tories
Valley Forge
Ethan Allen
Benjamin Franklin
Thomas Paine
Patrick Henry
Betsy Ross
Continental Army
Boston Tea Party
Bunker Hill
13 Original Colonies
Smuggling
Stamp Act
Tea Act
Minuteman
Lobsterbacks
Benedict Arnold
Musket

Additional Words

Yorktown
General Howe
English
King George
Revolution
Breeches
Parliament
Boycott
Alliances
Petition
Taxation
Patriot
Representative
Man-of-war

THEME: Heritage, Horizons

SUBJECT AREA: Language Arts

GRADE LEVEL: 3, 4 Simplified

NAME OF ACTIVITY: Ben Franklin's Contributions

TYPE OF ACTIVITY: Individual reports

OBJECTIVE: The children will become aware of the contributions of Franklin in many fields.

BACKGROUND INFORMATION: See any good reference on Franklin. Ben Franklin's life, publisher, scientist and inventor, statesman.

MATERIALS AND RESOURCES:

Use any good encyclopedia or other reference book. World Book and Compton's Encyclopedia are very good for children's use, and in giving teachers a brief background.

PROCEDURE: (suggested time allotment 1/2 hour a day for several days)

1. Have the children choose a period from Franklin's life that interest them.
2. Discuss report writing.
3. Supply reference materials and let them work on their reports.
4. Discuss giving reports.
5. Have reports presented. Encourage original presentations: TV shows made on strips of paper and rolled through a cardboard box; a play, "You Are There"; bulletin board, etc.

VARIATIONS AND MODIFICATIONS:

1. Use report materials in learning stations.
2. List Franklin's accomplishments and have the children classify them as - Publisher, Scientist, or Statesman.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 5, 4, 3 Simplified

NAME OF ACTIVITY: A Colonial Newspaper

TYPE OF ACTIVITY: Creative writing

OBJECTIVE: The children will gain experience in creative writing. They will better understand colonial life.

BACKGROUND INFORMATION: There weren't many colonial newspapers. Most news was spread by the town crier, who walked through town ringing a bell and shouting the news. Franklin had one of the most successful newspapers of the times. He is credited with having the first newspaper cartoon, and the first illustration to go with an article in his Pennsylvania Gazette. This was published from 1729 to 1766.

MATERIALS AND RESOURCES:

Fowler, Mary Jane and Fisher, Margaret. Colonial America. Grand Rapids: Fideler, 1967.

Schaun, George and Virginia. Everyday Life in Colonial Maryland. Annapolis: Greenberry, 1968.

PROCEDURE: (suggested time allotment 30-45 minutes)

1. Plan a colonial newspaper; choose a name.
2. Have the children work with a buddy, choose an historical event, and write a newspaper article for it. The paper might include news about colonial families, the weather, cartoons, pictures and advertisements.
3. Have the articles typed, and reproduced with a newspaper format. Distribute.

VARIATIONS AND MODIFICATIONS:

1. For more advanced groups, select a certain period of time from which events may be chosen. Then follow with later time periods for other papers. The events can be reread in chronological order.
2. Choose a town crier to wear a tricorn hat, carry a bell, and travel to all the classrooms with the daily announcements that would normally be read over the public address system.
3. Investigate the use of the colonial printing press.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 5, 4, 3 Simplified

NAME OF ACTIVITY: Poor Richard's Almanac

TYPE OF ACTIVITY: Group Discussion

OBJECTIVE: The children will discover the wisdom portrayed in the old adages of "Poor Richard's Almanac".

BACKGROUND INFORMATION: Every home in colonial America had at least two books, a Bible and an almanac. The almanac contained a variety of information. It was both a calendar and an encyclopedia.

In the literary field, the "sayings" of Poor Richard are Franklin's most noted contribution, although most of them were not originally his own.

MATERIALS AND RESOURCES:

Franklin, Benjamin, The Autobiography and Other Writings of Benjamin Franklin. New York: Dodd and Mead. 1963.

List of Poor Richard's sayings - following the activity
Opaque Projector or Overhead and transparency
Hagerstown Almanacs
Farmer's Almanacs
Other present day almanacs

PROCEDURE: (suggested time allotment 1/2 hour followed by a few minutes each day)

1. Examine present day almanacs as to content and use.
2. Show the class Poor Richard's Almanac (certain pages) using an opaque projector or an overhead and prepared transparency.
3. Select one "saying" for discussion as to meaning and wisdom. Is it applicable to today?
4. Rewrite the "saying" in today's language.
5. Use a "saying" a day in opening exercises as long as the children are interested.

VARIATIONS AND MODIFICATIONS:

1. Match an old "saying" to a modern language version.
2. Use in a learning station.
3. Have children write original "sayings".

Some Sayings:

1. The noblest question in the world is, "What good may I do in it?".
2. There is no man so bad, but he secretly respects the good.
3. You may be more happy than princes, if you will be more virtuous.
4. Wish not so much to live long, as to live well.
5. Keep conscience clear. Then never fear.
6. Be at war with your vices, at peace with your neighbors, and let every New Year find you a better man.
7. A good example is the best sermon.
8. Pardoning the bad is injuring the good.
9. He that cannot obey cannot command.
10. A long life may not be good enough, but a good life is long enough.
11. He that can have patience can have what he will.
12. Great modesty often hides great merit.
13. What you would seem to be, be really.
14. Better is a little with content, than too much with contention.
15. Content and riches seldom meet together; riches take thou, contentment I had rather.
16. A lie stands on one leg, truth on two.
17. Half a truth is often a great lie.
18. Observe all men, thyself most.
19. Blessed is he that expects nothing, for he shall never be disappointed.
20. Eat to live, and not live to eat.
21. Let no pleasure tempt thee, no profit allure thee, no ambition corrupt thee, no example sway thee, no persuasion move thee, to do anything which thou knowest to be evil; so shalt thou always live jollily: for a good conscience is a continual Christmas.
22. There are three things extremely hard; steel, a diamond, and to know one's self.
23. Great beauty, great strength, and great riches are really and truly of no great use; a right heart exceeds all.

24. To lengthen thy life, lessen thy meals.

25. Who pleasure gives shall joy receive.

26. Content makes poor men rich; discontent makes rich men poor.

27. He that's content hath enough.

28. He that complains hath too much.

29. E'er you remark another's sin, bid your conscience look within.

30. Wink at small faults - remember thou hast great ones.

31. Vice knows she's ugly, so puts on her mask.

32. Fear to do ill, and you need fear nought else.

33. Tim was so learned that he could name a horse in nine languages. So ignorant, that he bought a cow to ride on.

34. Being ignorant is not so much a shame as being unwilling to learn.

35. Glass, china, and reputation are easily cracked, and never well mended.

36. He that lieth down with dogs shall rise up with fleas.

37. Tomorrow every fault is to amended; but that tomorrow never comes.

38. Lost time is never found again.

39. Laziness travels so slowly that poverty soon overtakes him.

40. Virtue may not always make a face handsome, but vice will certainly make it ugly.

41. A penny saved is a penny got.

42. The rotten apple spoils his companion.

43. When you're good to others, you are best to yourself.

44. A mob's a monster; heads but no brains.

45. Genius without education is like silver in the mine.

00058

THEME: Heritage

SUBJECT AREA: Language

GRADE LEVEL: 4 or 5

NAME OF ACTIVITY: Letters to the Past

TYPE OF ACTIVITY: Discussion, Creative Writing

OBJECTIVE: The children will realize that life styles change throughout history and yet the same basic beliefs and principles are still valued today.

BACKGROUND INFORMATION: Paine did much to spread the Revolutionary ideas prevalent among the colonial leaders. His pamphlet, "Common Sense", called for complete independence from England.

MATERIALS AND RESOURCES:

"Letter to Tom Paine" Contact, October 1973, published by Enrico Fermi High School Social Studies Lab, Enfield, Connecticut.

PROCEDURE:

1. Discuss or review Thomas Paine and his part in American history.
2. Read the letter, pausing to discuss hard words and new concepts.
3. Discuss the letter - when it was written, was it interesting and why, would Tom Paine have enjoyed it, why.
4. List other famous men of the colonial period and their contributions to American history.
5. Let the children choose a person and write a letter to him, telling (for example) how his contribution is remembered today, how his invention has been changed, and how life has changed.
   Examples: Write to George Washington to tell him what you think of Mt. Vernon, or how brave a general you think he was.
   Write to Franklin and tell him about your new glasses, or a day in your school.
6. These could be displayed on a bulletin board.
7. Write a letter to the future.

VARIATIONS AND MODIFICATIONS:

1. Have the children write a letter to an imaginary colonial boy or girl.
2. Have the children pretend they are colonial children and write to a friend in another colony. Remind them to think about the colonial culture before writing.

Contact, October 1973, published by Enrico Fermi High School Social Studies Lab of Enfield, Connecticut.

LETTER TO TOM PAINE

Dear Tom,

I drove through New Rochelle the other day, where you lived out your old age in a small stone farmhouse on a quiet country road.

You'd hardly recognize the place. New Rochelle is a suburb of New York now, and people commute into the city. They do that in automobiles, self propelled carriages that are powered by ingenious gasoline fueled engines, and race along hard topped highways at a mile a minute or would, if the roads were not so clogged. We have remained a democracy, you see, and every citizen reserves his God-given right to own and operate one of these vehicles. In the resulting crush, the air is filled with the roar of engines, the honking of horns, and the curses of impatient commuters caught in the traffic jams. It is harder to hear bird calls, the robin and oriole do not seem to regard the automobile as a harbinger of good news.

It is two centuries since you stirred America with "Common Sense" and steeled us for battle in the times that tried mens' souls. In just a few years, we shall be celebrating the Bicentennial of the Declaration of Independence, and people are already preparing for the party.

The jewelers and silversmiths are already taking large advertisements in the newspapers and magazines to advertise costly souvenirs for the affluent to display on their mantles. Would you believe it, they are striking silver and gold medals of all the great leaders of the revolution; Washington, Jefferson, Franklin and you, Tom, are included in the list!

Anyone may acquire the entire set in a handsome velvet-lined display case - anyone, that is, who has the fourteen hundred dollars to pay for it. Our nation is a republic, and no one is required to touch forelock to the gentry, as you were during your boyhood in Thetford, but make no mistake, fourteen hundred dollar sets of commemorative medals are produced for the gentry of our land, not for the working man.

There are many changes in the land, Tom. Massachusetts is still more independent minded than most states - in the last election, it was the only state to vote against the Republican candidate for President. (The word has somewhat changed in meaning since your time, and in many respects the Republicans are now regarded as the conservative political party.) The opposition are called "Democrats" and some people feel that the Democrats of this time are more like the Republicans of your time, so you see, it is all very confusing. The President is beset with a domestic political scandal right now,

09061

which would probably displease you, but he has called for a Bicentennial celebration dedicated to taking up the cause of "the unfinished American Revolution" a philosophy which you should find agreeable, since the sentiments are clearly your own. Remember Fort Lee, New Jersey, where you stood with Washington in the darkest days of the Revolution watching through your telescope as the British and Hessians overran Manhattan Island?

Believe it or not, they've built a steel suspension bridge across the Hudson, just about at the spot you stood. They named it "George Washington Bridge", to his glory, but the principles are in part derived from your first model of an iron bridge - so some of that glory is reflected on you. It is a miracle of engineering, and any citizen can cross - that is, if he has fifty cents to pay the toll. On our inflated currency, that is about the cost of a loaf of bread, which is no great problem for most citizens, but to a struggling work man, who must come and go every day, it means the loss of, well, two loaves of bread.

America has changed, Tom. There are two hundred million of us, now, and the country reaches all the way to the Pacific Ocean in the West, to Mexico in the South, and with the acquisition of Alaska, all the way to the Arctic regions. We are perhaps the greatest military power in the world, the richest in industrial production, and free public schools are everywhere. Church and State are separated by law, and the Constitution remains the law of the land, although the Supreme Court has gained enormous power in deciding what the Constitution really means.

Books, happily, are everywhere, and inventors have found a way to harness electricity. They can capture a sound or an image, send it through the atmosphere, and recapture the image on devices called television sets. Almost all American homes have these sets, and thus can see pictures that move and talk at their own firesides, bringing them serious plays and comedies, sporting events, and news of the day. Their power to shape public opinion is enormous. Recently, a fifty-five year old male tennis player contested with a younger woman athlete, and more than eighty million Americans watched the event on their television sets. The lady was named King, but was of republican principles - clearly sympathetic to the revolution now being waged by American females for equal rights, which you predicted two centuries age. (She won the match, by the way.)

The country survives, Tom. America. No province of an European power, but a strong, independent nation, whose leaders are elected by the people, and are subject to the same laws. The times that tried mens' souls are not over - we have our problems. We make terrible mistakes in using and misusing our power, but we are still learning, still growing, and in the most crucial sense, after two turbulent centuries, we are still free and independent.

Your ashes were scattered in Europe by grave robbers, and the monument built for you in New Rochelle is modest, but this much is certain: the spirit of Tom Paine still lives in America, we thought you'd like to know.

Your friend and admirer,

Franklin S. Gross

THEME: Heritage

SUBJECT AREA: Language

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Where Our Words Come From

TYPE OF ACTIVITY: Creative Writing, Discussion

OBJECTIVE: The children will discover the origin of certain words.

BACKGROUND INFORMATION: Words from the colonial period:

slipshod - Slips were felt slippers worn in the house. If anyone was sloppy enough to wear them outside, the person was slipshod.

penknife - Originally, a knife that was used to turn a quill into a pen.

sawyer - Now, a common last name. In colonial times a sawyer was one whose job was to saw timber.

ye - Y was an ancient Anglo-Saxon letter called "thorn". It was pronounced "th", therefore, "ye" was pronounced "the" as it is now.

dutchdoor - The Dutch used a door that could be opened top or bottom. It was used to let air in the top and still keep out wandering animals.

MATERIALS AND RESOURCES:

Tunis, Edwin. Colonial Living, Cleveland: World Publishers, 1957.

PROCEDURE: (suggested time allotment 1/2 hour)

1. List words on the board. Have the children tell what they think the meaning could be. Have them use the words in sentences.

2. Discuss, or let them write, how they think the meaning of these words developed.

3. Compare ideas.

4. Share the true origin and meanings for the words.

VARIATIONS AND MODIFICATIONS:

1. Have a "pioneer times" quiz on terms common to rural America. Search-a-word, using these terms may be used.

VARIATIONS AND MODIFICATIONS: (cont'd)

2. Have a resource person, perhaps a college language professor, speak to the class about words that came from the colonial period.

3. List and define words we use now that have been "coined" in the past 5-10 years.

4. Discuss dialect, jargon, and slang.

From: Early American Life, Early American Society, Vol. 4, No. 10, 1973.

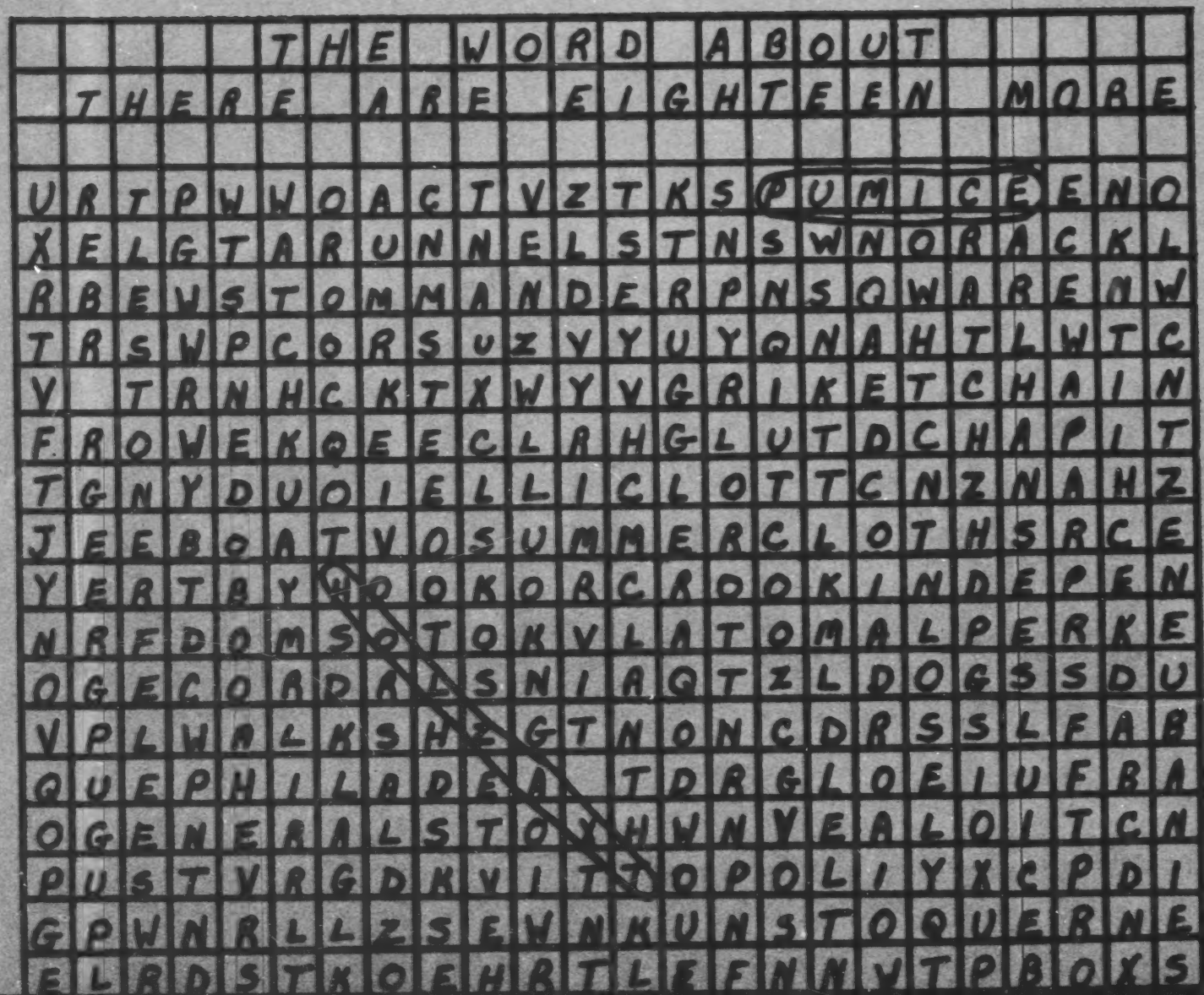
PIONEER TIMES QUIZ

Here are listed twenty terms or phrases in common use by rural Americans in the 1700's and 1800's. They describe early farm and household tools, objects, or substances important to pioneer life.

TERM OR WORD		DESCRIPTION, USE, MEANING
1. Watch	___	A. Metal clamping devices of many kinds, for holding wood in place to be refinished.
2. Ruggle	___	B. Simple hand mill, with revolving millstone, for grinding grain into meal.
3. Pumice	___	C. A special axe with wedge-like head, designed for splitting logs.
4. Clanth	___	D. Long, heavy, knife-like blade with handle, used for splitting or "riving" shingles.
5. Cratch	___	E. No such word, no such thing.
6. Summer cloth	___	F. Foundation of a church steeple, below the belfry and spire.
7. Dogs	___	G. A large, iron-banded, wooden hammer for pounding together barn and bridge timbers.
8. Chain	___	H. Narrow opening in stone or wooden fence to allow people to get through, but not farm animals.
9. Grike	___	I. Small iron wedges used for splitting logs into rough planks.
10. Sluice box	___	J. A raised crib building for storing corn and grain beyond water and rodents.
11. Trunnels	___	K. Large wooden pins for fastening the framework of buildings together.
12. Holzaxt	___	L. Reinforced runnerless sled for sliding heavy loads (often pulled by oxen).
13. Stoneboat	___	M. Drag-shoe or wagon brake; a metal scoop that went under, and held back, the rear wheels.
14. Cat and clay	___	N. Legal term forbidding tenant to cut live trees, but to hook or pull down dead limbs.
15. Quern	___	O. A surveyor's linked measuring device, sixty-six feet long.
16. Cord walk	___	P. A long area for rope-making, allowing many hundred feet for the twisting strands.
17. By hook and crook	___	Q. All-purpose square of water-tight canvas folded to make knapsacks, water buckets, etc.
18. Frow	___	R. Small canal which fed water from pond to water wheel of grist or saw mill.
19. Clat	___	S. Construction method using sticks and mud, often for chimneys.
20. Commander	___	T. Ground and crushed apples, ready for the cider press. Also called "apple cheese".

1. N
2. O
3. P
4. D
5. S
6. Q
7. G
8. R
9. I
10. A
11. K
12. C
13. L
14. M
15. B
16. J
17. N
18. F
19. T
20. E

KEY


THE WORD ABOUT
THERE ARE EIGHTEEN MORE
PUMICE
SHOOKORCROOKINDEPEN
SHE
THE
PHILADEA
OPOLIYXCPDI

THEME: Heritage

SUBJECT AREA: Language Arts, Social Studies

GRADE LEVEL: [illegible]

NAME OF ACTIVITY: Today In Revolutionary History

TYPE OF ACTIVITY: Readings Over School P.A.

OBJECTIVE: The student will be able to collect information on an historical event relative to that calendar day and read it for the student body over the P.A.

MATERIALS AND RESOURCES:

1. Appendix of Carroll County Middle School Bicentennial Guide "Historical Chronology of the Revolutionary Period"
2. Coggins, Jack. Boys in the Revolution. Harrisburg, Pa. Stackpole Company, 1967.
3. World Book Encyclopedia

PROCEDURE: (suggested time allotment 1 minute)

1. Select students to participate.
2. Select topics and dates to be used.
3. Determine time of day at which readings will be done.
4. Have student read an event that relates to the day in Revolutionary history period which coincides with the current calendar day.

VARIATIONS AND MODIFICATIONS:

1. Students may find a different source or event to supplement those in the suggested source.
2. Include a copy in all of the guides.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 5-8

NAME OF ACTIVITY: To Tell the Truth

TYPE OF ACTIVITY: Game

OBJECTIVE: The students will be able to identify major contributions of important people during the Revolutionary period through question and answer in a To Tell the Truth format.

BACKGROUND INFORMATION: Throughout the period of the Revolution (1760-1790) certain Americans and Europeans made contributions which created historical turning points. Without an understanding of the contributions of these people, it would be impossible for the students to grasp the situation meaningfully.

MATERIALS AND RESOURCES:

1. Materials

   a. Small slips of paper
   b. Three numbered desks

2. Resources

   a. Bliden, Bruce, Jr. The American Revolution 1760-1783. New York: Random House, 1958.

PROCEDURE: (suggested time allotment 45-50 minutes, one day preparation)

1. See the compiled list of Revolutionary contributors.

2. Choose three, five or more people to be used in game.

3. On three slips of paper mark an "RC" (revolutionary contributor) and on the rest a "P" (panel), then put both sets in a box.

4. Make sure that students are familiar with the contributors before the game through assigned research or speeches.

5. The three students who choose the "RC" slip sit in three marked chairs at front of room. The rest of the class is the panel.

6. The panel may be divided into groups of 4-6, taking turns asking questions to the contributors.

7. After a time limit, questions stop and panelists in the group choose the best or most convincing contributor and write a short paragraph of explanation giving reasons why. Students will be evaluated on reasons.

PROCEDURE (cont'd)

8. Three new "RC's" may be chosen and a new game begins with a new set of panelists.

VARIATIONS AND MODIFICATIONS:

The contributors can also be adapted to a What's My Line format where students may guess not only the contributions but the name of the contributor as well.

American and European

Revolutionary Contributors

1. John Adams
2. Benedict Arnold
3. Mrs. Benedict Arnold
4. Major John Andre'
5. General John Burgoyne
6. General Guy Carleton
7. General Sir Henry Clinton
8. Brigadier General Conway
9. General Charles Cornwallis
10. William Dawes
11. Major Patrick Ferguson
12. Benjamin Franklin
13. General Thomas Gage
14. General Horatio Gates
15. King George III
16. Lord Grenville
17. Nathan Hale
18. Alexander Hamilton
19. John Hancock
20. General William Howe
21. Governor Hutchinson
22. Thomas Jefferson
23. Major General Baron de Kalb
24. Colonel Henryknox
25. Marquis de Lafayette
26. Richard Henry Lee
27. General Benjamin Lincoln
28. Francis Marion
29. Jane McCrea
30. Admiral Montague
31. General Richard Montgomery
32. Daniel Morgan
33. Lord North
34. Tom Paine
35. Captain Jonas Parker
36. Andrew Pickens
37. Major Pitcairn
38. Molly Pitcher
39. William Pitt
40. Pontiac
41. Colonel William Prescott
42. Israel Putnam
43. Josiah Quincy, Jr.
44. Paul Revere
45. General Rochambeau
46. Colonel General St. Leger
47. Baron Friedrich von Steuben
48. Lieutenant Colonel Tarlton
49. George Washington
50. General Wayne
51. Patrick Henry

*Note: for a complete list of civilian military leaders see World Book Encyclopedia

THEME: Festival

SUBJECT AREA: Science

GRADE LEVEL: 4 or 5

NAME OF ACTIVITY: Vegetable Dyes

TYPE OF ACTIVITY: Project

OBJECTIVE: The student will make a vegetable dye and dye a piece of material.

BACKGROUND INFORMATION:

"Yarn Dyes From Nature", Ladies Home Journal. New York: Dowe Publishing Co., Fall-Winter 1974.

There is a special satisfaction in creating something that is uniquely ours. Among the many ancient crafts enjoying renewed popularity because they help to satisfy this need for personal expression is natural or vegetable dyeing.

Many creative spinners, weavers, knitters, and crocheters are discovering the rich and subtle quality of "natural" dyes. Their splendid beauty is seldom matched in commercial yarns and dyes.

Vegetable dyeing is as easy as cooking -- but with more permanent results! In fact, many of the dyestuffs and materials used in the dyeing process can be found in the average kitchen.

The search for other potential colors may take you no further than your garden where flowers may be growing in abundance, just asking to be tried out in the dyepot. Look farther afield -- whether to a country meadow or that vacant lot next door -- and you can add pokeweed, goldenrod, smartweed, dandelions and sumac to the list.

In fact, much of the fun of vegetable dyeing is in tracking down different dyestuffs and experimenting with them, trying different mordants (color-fixing chemicals), mixing colors, working with various types of yarns. Whole gardens can be planned around flowers and plants with good dyeing properties, just as they were centuries ago. Or you may find it more fun to just take dye-pot luck with nature. But be forewarned -- this is like eating peanuts! You may find yourself unable to look at the lowliest weed without wondering what color it will give.

The articles you make with natural-dyed yarns will always be truly unique, whether you create them yourself or make them from a pattern. For in these garments, rugs, hangings and accessories, you can hold forever the

flowers outside your window, the memories or a vacation trip through the mountains, the weekends at your summer cottage, the colors of fields, trees, and blossoms.

MATERIALS AND RESOURCES:

Mordant (see procedure)
Dyepot of stainless steel, glass, or copper (1 gal. or larger)
Scale
Candy thermometer
Glass rod or wooden spoon
Measuring cup
Spoons
Yarn or material for dyeing
Source of heat - hot plate
Bark, berries or leaves to produce dye
Soap
Rubber gloves
Drying area

Resource person - Mrs. Fran Henshaw, 876-2802

PROCEDURE: (suggested time allotment several class periods on succeeding days)

Some parts of the procedure can be started in class and finished at another time, or started outside of class and finished during the class period.

Caution: This activity can be dangerous. Extreme care should be exercised in working with the dyeing process. It would be wise to use several adults to insure that precautions are observed.

1. Basic Mordanting: A mordant is a chemical which binds the color to the fiber. Mordants control the color the dye gives to the yarn. Used as mordants are: alum (aluminum potassium sulfate), chrome, (potassium dichromate), iron (ferrous sulfate) and tin (stannous chloride). Also useful: vinegar, salt; clear, non-sudsing ammonia and cream of tartar. (Mordants can be dangerous and should be kept from children. Utensils used for mordanting and dyeing should not be used for cooking food.)

   For mordanting, you will need a dyepot (1 gallon or larger) made of stainless steel, enamel, glass or copper; a scale; candy thermometer; glass rod or wooden spoon; measuring cup and spoons. Yarn to be dyed must be tied to prevent tangling. Use cotton cord and tie figure eight knots in several places. Wool should be washed free of grease and be thoroughly wet before entering into mordant bath. Soak skein to be mordanted in hot tap water. While skein is soaking, measure 3 teaspoons alum and 1 teaspoon cream of tartar. Dissolve in 2 cups boiling water. Add solution to 3½ quarts of hot tap water.

PROCEDURE: (cont'd)

Add yarn. Simmer (180°-190°) for one hour; stir occasionally. (Do not boil). Allow to cool until wool can be handled. Squeeze out excess and hang to dry, or dye right after mordanting.

Note: Alum is used as a mordant when you want the dye to produce clear, true colors. Chrome is used when you want tawny, warm, muted colors. For example, yellow would become golden; green-olive.

Another commonly used mordant is chrome. Use 1/8 ounce (scant 1/4 teaspoon - no cream of tartar) and proceed as with alum, but because chrome is light sensitive, the pot should be covered while mordanting and yarn should be dyed immediately after mordanting.

Tin and iron are used to brighten or darken colors. About 15 minutes before dyeing is complete, remove yarn, and add a pinch of tin; stir until dissolved and return yarn to the pot. Allow to remain in pot for 15 minutes. This will brighten or "blossom" the color. To darken or "sadden" color, add a pinch of iron and proceed as with tin.

2. Preparing Dyestuff: Bark: Alder, mangrove, butternut or walnut produce browns; use apple, ash, barbary hedge, and birch bark for yellow (birch twigs dye yellow-green). Maple bark will dye wool olive green. Bark is best collected in spring, but less intense colors can be had throughout the year. Chop up bark and soak overnight in water to cover; boil one or two hours. Strain dyestuff and use its liquor in dye bath. Add more water, if needed, to cover yarn. Use an amount of bark 3-5 times the weight of wool to be dyed.

Flowers: Yellows and golds can be dyed with zinnias, goldenrod, marigolds, dandelions and daisies. Coreopsis gives an orange dye. Black-eyed Susans and sunflowers dye yellow-green. Larkspurs give a blue. Blossoms are best collected in their prime, chopped, soaked for a few hours, and boiled one or two hours to extract dye. Strain and use the liquor in bath. Use one peck blossoms per pound of wool.

Berries: Elderberries and blueberries dye blue and purple. The sumac berry is a source for tan. Privet berries produce blue-green, and juniper berries, yellow. Polk berries yield red, but it is not fast to sunlight. Boil crushed berries thirty minutes; strain. Add the liquor to dye bath. Enter wool. Simmer, but do not boil. Use approximately 1/2 bushel ripe berries per pound of wool.

Leaves: (amount to equal weight of wool) Carrot top, lily of the valley, spinach, bayberry and elderberry leaves produce greens or greenish yellows. Use rhododendron, almond privet, Lombardy poplar and birch leaves for yellow. Tomato vines dye yellow green. Leaves should be bruised (can use meat tenderizing mallet) and soaked in water to cover. Boil 1-2 hours. Strain out leaves and add the liquor to dye bath.

PROCEDURE (cont'd)

Some dyestuffs may already be in your kitchen. Spices such as turmeric (1/2 tablespoon per 4 ounces of wool), saffron and safflower dye yellow. Annato seeds (achiote) (2 ounces per 4 ounces of wool) dye red. The most common dye of all, onion skin (amount from half the weight of wool up to equal weight), is used for warm yellows and golden brown. Boil 45 minutes to extract dyes. Strain the liquor into dye pots.

Dyeing: Once you have extracted dye and have strained liquor into dye pot, add enough water to make one gallon of dye. (One gallon of liquid is needed to give 4 ounces of wool room to move.) If yarn was dried after mordanting, it must be rewetted. (Remember that yarn can be damaged by going from hot to cold or cold to hot water, so dye bath should be cooled if needed, or warmed up if yarn is already hot.) Add yarn to the bath. Simmer (180^{o}-190^{o}) for 1/2 hour; do not boil. Stir occasionally. After yarn has reached color which pleases you, turn off heat and allow to cool until yarn can be handled. (Yarn looks darker when wet.) Rinse until water runs clear; hang skeins to dry. (Iron and tin are harsh chemicals, so if you have used them, rinse yarn in soapy water to remove all traces of chemical.)

Your own garden can be an inexhaustible source for dyes, but there are also botanical supply houses where you can buy dyestuffs which are not natural to your area, such as madder root, cochineal, and and sandalwood (for reds), indigo (for blue) and logwood (for navy, black, grey, and purple). Mordants are available from chemical supply houses in quantities of 1 pound or more. Both mordants and dyes can be had in smaller quantities by mail from:

Dharma Trading Co.
P. O. Box 1288
Berkeley, California 94701

Straw Into Gold
5550 College Avenue
Oakland, California 94618

Threadbare Unlimited
20 Cornelia Street
New York, New York 10014

Additional recipes and instructions can be found in such books as:
"Lichens for Vegetable Dyeing" by Eileen Bolton, Studio Books.
"Natural Plant Dyeing," Brooklyn Botanical Gardens, Vol. 29, #2.
"Natural Dyes, Plants and Processes" by Jack Kramer, Charles Scribner's Sons.
"Your Yarn Dyeing," by Elsie Davenport, Craft and Hobby Book Service, P. O. Box 626, Pacific Grove, California 93950.

PROCEDURE: (cont'd)

To get you started, Berga/Ullman has prepared a packet of wool yarns suitable for natural dyeing. The packet weighs approximately 6½ ounces and contains four different yarns in varying shades of natural. To order yours, send $5.00 in check or money order to:

Berga/Ullman
1 Westerly Road
Post Office Box 831
Ossining, New York 10562

Carol Gibson's yarns are available for those who are interested in working with uniquely-colored yarns but do not have the time to devote to natural dyeing. Carol dyes her yarns by hand using fine quality aniline dyes, inspired by natural colors. There are 22 colors in five weights of wool and a mohair. For a color card showing hand-dyed wool in variegated hues and shadings, send $1.50 in check or money order to:

Carol Gibson
111 Atlantic Avenue
Brooklyn, New York 11201

Introduction by Linda Osborne; technical information by Eileen Waters.

VARIATIONS AND MODIFICATIONS:

1. Dye a T-shirt.
2. Make a table napkin.
3. Make a scarf.

THEME: Festival

SUBJECT AREA: Science

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Making Potpourri

TYPE OF ACTIVITY: Individual, group or class projects

OBJECTIVE: The child will make potpourri in the colonial manner.

BACKGROUND INFORMATION: Potpourri is a mixture of dried rose petals and spices stored in a jar. During colonial times it was prepared to freshen the rooms during the long winter months. Pretty jars of any size or shape are appropriate for storing the potpourri but the ginger jar is traditional.

MATERIALS AND RESOURCES:

"Potpourri," Family Circle Magazine, August 1971.

"Make Good Use of Your Rose Petals," Early American Life. Early American Society, Vol. 5, No. 3, June 1974.

Ingredients used in the following recipes.

PROCEDURE: (suggested time allotment approximately one hour)

1. There are two types of potpourri: Moist and dry. The moist type is made by layering partially dried petals of fragrant roses with salt to cure. This mixture is aged and then the other ingredients are added. For dry potpourri, petals and flowers are thoroughly dried first, and then mixed with the other ingredients.

   For dry potpourri, pick flowers that are freshly opened in the morning, just after the dew has dried off. Petals and flowers should be as perfect as possible; discard any that are bruised or damaged. Place flowers in thin layers on paper toweling, cheesecloth-covered screens or baking sheets, away from heat and direct sunlight in a shady place that has a good circulation of air. If possible, rest screens in such a way that air can circulate under them. Heat, and especially light, will result in a loss of fragrance and color.

   Specific directions for preparing petals for Moist Rose Potpourri are included in the recipe.

2. When salt is listed in the ingredients, it is important to use coarse (kosher) salt, not iodized.

3. Except when otherwise noted, whole spices are preferred to the packaged powdered spices because the scent of the freshly crushed spice

PROCEDURE: (cont'd)

is stronger. However, if any of the ones listed are only available powdered, they may be substituted, adding a teaspoonful at a time to obtain the scent you desire.

4. All ingredients used in these recipes should be available at your local grocery store or druggist.

5. Be sure to let the potpourri age in a tightly closed jar, shaking or stirring from time to time, and keeping it closed when not in use to preserve the fragrance.

6. Never use perfume or cologne in a potpourri. Do not use culinary (food extracts) oils found in supermarkets.

7. Do not be afraid to experiment with spices, herbs and flowers that are not on these lists. Keep records of your experiments. Your own special potpourri, in a pretty jar, perhaps with the recipe attached, makes a delightful gift.

Dry Rose Potpourri

1 qt. dried rose petals
¼ to ½ cup dried rose buds (damask roses work well)
1 ounce orris powder
1 tablespoon ground mace
2 tablespoons whole cloves
1 vanilla bean (cut or broken into small pieces)
1 tablespoon whole cardamom in pods (crushed)
2 sticks cinnamon (crushed)
20 drops oil of orange,
or 10 drops each oil of lemon and oil of orange

Directions: Combine dried rose petals and rosebuds with orris. Lightly mix with hands or wooden fork and spoon in a large bowl. Blend mace, cloves, vanilla bean, cardamom and cinnamon separately. Add to rose mix. Blend well. Drop orange (or orange and lemon) oil over mix; stir gently. Place in jars with tight-fitting lids (or in double plastic bags--each bag sealed with twisters). Store unopened for six weeks, shaking often. When ready to use, place in a pretty container. Stir gently; a rich fragrance will rise.

Moist Rose Potpourri

2 quarts rose petals (fresh fragrant varieties--pick in the morning)
Coarse salt (kosher type) . . . do not use iodized salt.
2 ounces orris powder
½ ounce ground mace

PROCEDURE: (cont'd)

Moist Rose Potpourri (cont'd)

½ ounce ground cloves
1 small stick cinnamon (crushed)
½ ounce ground nutmeg
½ ounce ground allspice
5 drops oil of rose or oil of jasmine

Directions: Gather freshly opened, unbruised petals in a variety of colors. Spread out on paper toweling and let dry until they lose about half their bulk and have a leathery (half-dry) look. Place in large jars or crocks with lids, layering roses with salt. Continue alternating layers of roses and salt (ending with salt) only until container is two thirds full. Cover tightly and store away from heat and light for three weeks. (If a liquid forms, press down petals with the back of a spoon and pour off residual liquid.) After three weeks, remove from jars. Shake away salt. If petals have caked together, flake lightly with fingers. Place petals in a large bowl. Mix orris and all spices together separately and add to roses. Return to jars with tight-fitting lids. Store unopened for six weeks. When ready to use, add oil gradually, stirring gently.

Marigold and Mint Potpourri

1 cup of dried marigold flowers
1 cup leaf thyme
1½ cups whole peppermint leaves
3/4 cup leaf basil
1 cup coarse salt

Directions: To prepare your peels, pare fruits with a vegetable parer; try not to pick up the white pith. Spread strips of peel on a plate to dry thoroughly. Break them up coarsely; measure out desired amounts. The bright yellow, orange and green peels will add color to the potpourri, in addition to the citrus scent. Blend the herbs and peels together in a big bowl. Mix with hands or wooden spoons, and crush the herbs very slightly. Add salt and mix thoroughly. Let "ripen" in jars with tight-fitting lids, away from light and heat, for four to six weeks; then place in decorative jar with a tight-fitting lid. When ready to use, open jar, stir potpourri gently and leave the cover off for a while. Replace cover tightly when not in use. This will prolong the life of the fragrances. This mixture has a refreshing citrus-herbal fragrance. If you want a stronger citrus scent, you may increase the amount of peel.

Lavender Jar Potpourri

1 cup lavender leaves
2 cups lemon verbena leaves
1 ounce orris powder
1 cup dried carnation petals (optional)
1 cup any dried white flowers and petals

PROCEDURE: (cont'd)

Lavender Jar Potpourri (cont'd)

Directions: Blend flowers and leaves in a bowl with hands or wooden fork. Sprinkle on orris. Mix gently. Store in jars with tight-fitting lids for a month, away from heat and light, shaking from time to time. Then place in decorative jars; open and stir gently to use.

Spice Potpourri

1 tablespoon anise seed, crushed
1 teaspoon whole allspice, crushed
5 or 6 nutmegs, coarsely broken
1 teaspoon powdered ginger (optional)
4 or 5 sticks cinnamon, coarsely broken
¼ cup whole cloves
½ teaspoon ground cinnamon
2 or 3 whole vanilla beans, cut or broken into small pieces
1 cup coarse salt

Directions: Perhaps the easiest way to crush the small spices is with a mortar and pestle. The nutmegs should be broken with a hammer or a carving board. Mix all the spices carefully together as above; add salt. Mix thoroughly. Ripen and store as in Country Herb Potpourri. This potpourri has a wonderfully exotic scent without being heavy or overpowering and is particularly appropriate for a man's room or closet.

VARIATIONS AND MODIFICATIONS:

1. Use potpourri as gifts for a nursing home or shut-ins.

2. Use as Christmas presents for mothers, etc.

3. Allow committees to create their own recipes (individual).

THEME: Festival and Horizons

SUBJECT AREA: Science

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Colonial Flower and Herb Garden

TYPE OF ACTIVITY: Group work and class project

OBJECTIVE: The children will gain skill in measuring, planning and planting a garden. They will learn about the colonial and present day uses of herbs.

BACKGROUND INFORMATION: State flowers of the states that comprised the 13 original colonies are listed below. These may not be the official colonial flower, if there even was one. Other colonial or wild flowers may be substituted.

Massachusetts - Trailing Arbutus (Mayflower)
New Hampshire - Purple Lilac
New York - Rose
Connecticut - Mountain Laurel
Pennsylvania - Mountain Laurel
Rhode Island - Violet
New Jersey - Violet
Delaware - Peach Blossom
Maryland - Black-eyed Susan
Virginia - Dogwood
North Carolina - Dogwood
South Carolina - Carolina Jessamine
Georgia - Cherokee Rose

Flowers found in restored Williamsburg may also be used. These include tulips, peonies, azaleas, plum trees, quince, phlox, mandrakes, leek, hollyhocks, magnolia, yucca, daylilies, chives, thermopsis, shaggy sunflower, etc.

Herbs were used in food, as medicine and as a food preservative by the colonials. They were tied in bunches to dry hanging from the rafters. When dried, the flowers and leaves were used in potpourris or vinegars.

Liquid extracts were used as flavoring and as medicines. Here is an old recipe for aromatic vinegar, to be used for curing mosquito bites or as smelling salts. One ounce each of dill seed, lavender flowers, spearmint, rosemary, rue, sage, wormwood. Add one gallon of cider vinegar. Let it stand in an earthen jar in a warm place for five days. Strain and bottle adding one teaspoon of pulverized camphor to each bottle. This will fill five wine bottles.

BACKGROUND INFORMATION (cont'd)

An old cough remedy from New England is: One ounce slippery elm bark, 1 ounce licorice root, 1 ounce boneset (thoroughwort), ½ ounce horehound.

Break slippery elm and licorice roots into small bits and steep together with the boneset and horehound. Don't boil. After straining you should have about 1½ pints. Add 1 pint of molasses and boil down until you have 1½ pints again. Take 1 teaspoon 3 or 4 times a day. One who took this said it had "a dark brown taste with bitter recollection". But it cured his cough.

At least 50 herbs and shrubs were used for making tea. Dried leaves, bark, roots or flowers were used.

These are some herbs and their uses:

1. Spearmint was packed with clothing to keep mice away.
2. Sage was brewed and applied to the head to remedy dandruff.
3. Wild ginger was a seasoning for hominy grits. It also disguised the taste of mud fish and of long dead animals and used because they thought it eliminated the danger of poisoning.
4. Watercress was a garnish and also used in salads.
5. Rosemary was used in boiled meats, and the aroma of its leaves was used in bread.
6. Pennyroyal was used in making tea for coughs and colds but the plant contains substances poisonous to some people, so it had to be used cautiously.
7. Caraway was used in cooking.
8. Chive was a small onion used in flavoring food.
9. Dill leaves and seeds were used in pickling and in other cookery.
10. Tarragon was used in cooking and in salads.
11. Calendula was used to flavor food, and was also used in medicine.
12. Sweet fennel leaves were used for their anise-like flavor; the seeds as a condiment, and the stems were eaten like celery.
13. Lavender was very famous for its use in sachets and perfumes. Its fragrance is gotten from its dried flowers and the oil distilled from them.

BACKGROUND INFORMATION (cont'd)

14. Anise leaves were used in salads. The seeds were used to flavor desserts, and the seed's oil was used in medicine.

MATERIALS AND RESOURCES:

Earle, Olive L. State Birds and Flowers. New York: William Morrow and Company, 1961.

Fox, Helen M. Gardening With Herbs for Flavor and Fragrance. New York: Dover Publications, 1970.

Handbook on Herbs. Ann Arbor: Edwards Brothers, 1973. (This was a special printing of Plants and Gardens, Vol. 14, No. 2)

Schaun, George and Virginia. Everyday Life In Colonial America. Annapolis: Greenberry Publishers, 1968.

The Gardens of Williamsburg. Williamsburg: Colonial Williamsburg Foundation, 1970.

Webster, Helen Noyes. Herbs, How to Grow Them and How to Use Them. Lexington, Massachusetts: Hale, Cushman, and Flint, 1939.

New Illustrated Encyclopedia of Gardening. New York: Greystone Press, 1964.

Use any other book that shows pictures of colonial gardens.

Early American Life. August 1973. Gettysburg, Pa., Early American Society.

All You Need to Know About Herbs. London: Marshall Cavendish, Ltd 1973.

Materials: Seeds, plants, tape measures, planting tools, fencing.

PROCEDURE: (suggested time allotment short term project)

1. Divide class into groups and let them find their information. Groups to:
   a. Find official flowers of the states.
   b. Find a location at school or in the community for the garden, plan the design after studying pictures of colonial gardens.
   c. Measure off the plot.
   d. Find what herbs were used in colonial times and how they were used.
   e. Measure off the herb garden.
   f. Plan the layout for the herb garden.

PROCEDURE: (cont'd)

2. Share the information with the class.

3. Discuss how to plant a garden.

4. Get the ground ready, plant the gardens, fence them off.

5. Assign groups to care for them daily.

Follow Up:

1. Make flower arrangements to take home or to hospitals.

2. Dry flowers (see following recipes)

3. Review uses, past and present, of herbs.

4. Dry herbs for home use.

5. Use herbs to cook a dish in school.

6. Make signs to label plants and their states for the garden.

VARIATIONS AND MODIFICATIONS:

1. Have a florist speak to the class and demonstrate flower arranging. Tie this in with ecology and aesthetics.

2. Plant a boxwood hedge for a more permanent reminder of our colonial heritage. (if appropriate for the school)

3. Use available almanacs to discuss how a farmer might use them.

4. Write hints for today's farmers that could be included in an almanac.

The
Farmer's Calendar

January

When it rains, or your houses are covered with snow, look to your chimneys and burn them clean.

February

Now get your tools in order for spring work while you have leisure.

March

As soon as the snow is off the ground, repair your stone walls and mend your other fences.

April

Your garden herbs must be attended to, a plenty of sauce greatly diminishes the butcher's bill.

May

Plant corn, potatoes, beans, etc.

June

So now let us kill two birds, with one stone by pulling the weeds from our garden and giving them to our hogs.

July

Come haste to the mowlands and hurry boys hurry!

August

Now as soon as the leaves fall from your flax half way up the stalk then pull it.

September

Cut your stalks early and your corn will be better for it.

October

Husking is now a business for us all.

November

Thrash out your barley.

December

Let your children be kept at school with as litt'e interruption as possible.

The above quotations are taken from the eighteenth and nineteenth century New England almanacs in the Village Library.

Printed at the Isaiah Thomas Printing Office, Old Sturbridge Village, Sturbridge, Massachusetts.

THEME: Festival

SUBJECT AREA: Science

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Preserving Flowers

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will discover that cornmeal and borax may be used to preserve flowers for an indefinite period of time.

BACKGROUND INFORMATION: Many colonial housewives preserved flowers for winter decorations. Materials found in all colonial kitchens were used to dry the flowers so that they retained their shape and color.

Dry flower arrangements are popular today and may be purchased from florist shops.

MATERIALS AND RESOURCES:

Sattler, Helen, Recipes for Arts and Crafts Materials. New York: Lothrop, Lee and Shephard Company, 1973.

Materials:

1 part powdered borax
2 parts cornmeal
covered cardboard box (a shoe box or stationery box)
fresh flowers

PROCEDURE:

1. Thoroughly mix borax and cornmeal.
2. Cover the bottom of the box with 3/4 of an inch of this mixture.
3. Cut flower stems about 1 inch long. Lay the flowers face down in this mixture. Spread the petals and leaves so that they lie as flat as possible. Do not place flowers too close together.
4. Cover the flowers with 3/4 of an inch of mixture.
5. Place lid on box and keep at room temperature for 3 to 4 weeks.

How to Use It: Try daisies, pansies, apple blossoms, asters, violets, and other flowers with this method. They will stay summer fresh indefinitely. This is an excellent way to preserve corsages or flowers from someone special.

PROCEDURE: (cont'd)

Flower Preservation with Borax:

Materials:

fresh flowers (roses, pansies, violets, sweet peas, chrysanthemums, zinnias, marigolds, and daisies)
florist's wire
airtight container (coffee can or plastic cheese container)
plastic bag
borax
wire or string
soft brush

Procedure:

1. Pick flowers at the peak of their bloom.

2. Remove stems. Make new stems with florist's wire. Run wire through the base of the flower and twist the two ends together.

3. Line the coffee can or plastic cheese container with the plastic bag.

4. Pour enough borax into the plastic bag to cover the bottom to a depth of one inch.

5. Place flower face down in the borax. Pour about one inch of borax over the top of the flower. Add more flowers and borax until the container is full.

6. Gather the top of the bag, squeezing out all the air inside it. Fasten shut with wire or string.

7. Place lid on can and set aside in a dry place for at least four weeks.

8. Remove flowers from borax and carefully brush away all borax with a soft brush.

How to Use It: Using the wire stems, make an attractive flower arrangement as you would a fresh-flower bouquet. Flowers preserved in this way make colorful permanent floral arrangements. Flowers picked at the peak of their bloom remain fresh looking indefinitely.

VARIATIONS AND MODIFICATIONS:

1. Create flower (dry) arrangements as gifts for family, nursing home, etc.

2. Find out why borax and cornmeal can dry flowers and retain their shape and color.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 5

NAME OF ACTIVITY: Comparing Two Composers, William Billings and Frances Hopkinson

TYPE OF ACTIVITY: Discussion and Listening

OBJECTIVE: To compare the music of two early American composers.

BACKGROUND INFORMATION:

A composer draws upon what has gone before. In early America about the only vehicle the composer had to draw from was the song, a ballad, art song, or a hymn. The composers were tied to European traditions. In the course of the 19th century, to acquire orchestras, opera companies and other musical organizations, American composers turned to a greater variety of musical forms.

MATERIALS AND RESOURCES:

Music of America, produced by K2ED, San Francisco, in cooperation with the schools of the San Francisco Region.

PROCEDURE:

Read "Early American Song" which is attached.
Listen to a recording of The Toast to General Washington (this is Music, 5, Allyn and Bacon) and Chester (same source) and compare the two songs.

EARLY AMERICAN SONG

There is a great contrast between the personalities of our two best-known early American composers, William Billings and Francis Hopkinson. Hopkinson(1737-1791) was a cultured gentleman of the Southern Colonies. Well educated, he was an attorney, statesman, and politician. A close friend of a well-known Virginia aristocrat, George Washington, Hopkinson was one of the signers of the Declaration of Independence and in our country's first presidential cabinet. He turned to music as a hobby, and produced a number of pleasant, melodic art songs. The first of these was "My Days Have Been So Wondrous Free." Hopkinson submitted this song to Washington for approval. Washington, a man of blunt but good humor, pleaded absolute lack of musical talent and disqualified himself as a "coadjutor" for Hopkinson's music. Washington's lack of musical ability did not seem to disturb Hopkinson, who later wrote "A Toast" in the first president's honor. The first verse was:

" 'Tis Washington's health, fill a bumper around,/For he is our glory and pride;/ Our arms shall in battle with conquest be crowned,--/Whilst virtue and he's on our side./Our arms shall in battle with conquest be crown'd,/Whilst virtue and he's on our side, and he's on our side."

William Billings (1746-1800) was a New Englander, originally a tanner by trade. He was largely self-taught as a musician. His songs were mainly hymns for the church, and he became a conductor of church choirs. He led a strenuous life traveling around New England, organizing, training, and leading choral societies in churches, barn lofts, and--when no other rehearsal hall was available--taverns. He and many other traveling choir-masters were in great demand. The average church choir in New England was probably dreadful to listen to. As mentioned before, the English colonials had virtually lost the art of group singing. Their concepts of harmony and rhythm ranged from rudimentary to nonexistent.

To judge from the songs that Billings composed for his choral groups and his written comments upon the theory and practice of choral music, he must have been an exceptional leader in order to have put his ideas into practice. Some of his workers were musically sophisticated and not easy to sing.

The hymn, as noted in an earlier lesson, is frequently converted into a militant march. Such was the case with "Chester." With the inclusion of reference to the enemy generals, Howe, Burgoyne, Clinton, Prescot, and Cornwallis, "Chester" became a popular revolutionary marching song.

Another creation of Billings and other New England composers was the "fugueing song." These were songs written in the form of the Baroque fugue. There were usually four parts--treble, counter, tenor, and bass. Each entered at different times with the same melody but different words. Among Billings choral fugues is a "Psalm Singer's Amusement" intriguingly entitled "Modern Music."

THEME: Heritage, Festival, Horizon

SUBJECT AREA: Music

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Pop, Goes the Weasel

TYPE OF ACTIVITY: Dance

OBJECTIVE: To allow children to enjoy dancing as the pioneers did.

BACKGROUND INFORMATION:

In the song, Pop, Goes the Weasel it is necessary to explain the words of the song. The song tells the story of a tailor who is forced to sell his most important piece of equipment, the "weasel". The weasel was his pressing iron. "Pop" means to pawn. So the tailor had to "pop" his "weasel" to pay for needle and thread.

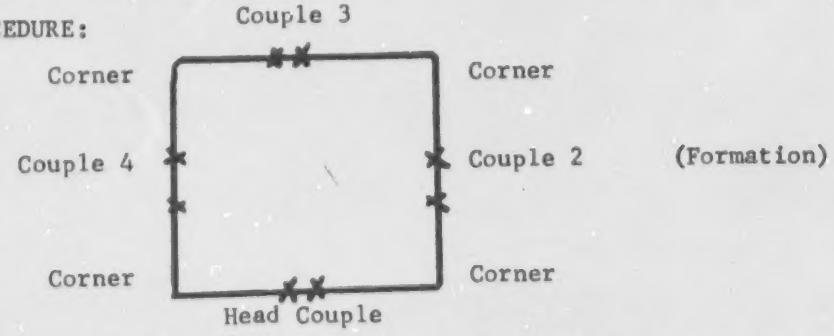
It is possible the second verse "All around the chicken coop the monkey chased the weasel" was written by people who did not know the meaning of the words.

MATERIALS AND RESOURCES:

Song: Pop Goes the Weasel found in Growing with Music - Book 3, Prentice Hall, Inc.

Growing with Music Record 2, Side A.

PROCEDURE:



Children choose partners. Partners stand side by side, girl to boy's right.

Couples honor partners (boys bow and girls curtsy). Couples turn and honor corners. Head and third couples skip four steps to center. On "Pop," head couple goes under raised arms of third couple, both continue skipping until they exchange placed; turn and face inside square.

PROCEDURE: (cont'd)

All couples turn to the right and promenade around (couples join hands, skater's fashion) then back to places. On "Pop" couples give loud clap, then continue clapping softly, standing in their places. On second verse second and fourth couples repeat steps above.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Cornstalk Fiddle, Harmonica

TYPE OF ACTIVITY: Making instruments

OBJECTIVE: Students will make and play instruments of early American times.

BACKGROUND INFORMATION:

The demand for toys existed in colonial days as well as today. However, there was little money to spend on them and few places where they were available. So the people made their own. In few cases is it known who originated a design, but they were copied, improved and passed down to the present time.

MATERIALS AND RESOURCES:

Photocopies that are attached
American Folk Toys

PROCEDURE:

Follow directions for constructing instruments. A small group may then play their instruments. These may not be too musical but allow the children to experience a craft the early American children enjoyed.

Pages 78, 79, 80 were removed from this document prior to its being submitted to the ERIC Document Reproduction Service.

THEME: Heritage, Horizon

SUBJECT AREA: Music

GRADE LEVEL: 5-6, 7-12

NAME OF ACTIVITY: Two Views of the Liberty Song

TYPE OF ACTIVITY: Interpreting the Meaning of Folk Songs

OBJECTIVE: The student will be able to perform a Revolutionary song. The students will be able to compare the opposing views of the Revolution through different verses of the same song.

BACKGROUND INFORMATION:

Many times, the Ballads of the Revolution used the same tunes, but the verses were different. Two versions of this song show how two sides can view the same issue from opposite perspectives. The liberty song's tune is "The Heart of Oak" and the two views were the Patriots and the Torries.

MATERIALS AND RESOURCES:

Ives, Burl, The Burl Ives Song Book. New York: Ballantine Books, 1953.

Seidman, Laurence, "Teaching About the American Revolution Through Its Folk Songs," Social Education, November 1973.

PROCEDURE: (suggested time allotment 1 class period)

1. The teacher will teach the melody of the song to the students and learn one verse.

2. The student should be aware of the feelings on the two opposing sides.

3. Have students read the verses of the song and then try singing with the feelings of the patriots.

4. Let the students read the verses of the torries view, then sing the song with the torries verses.

5. Have the students form two groups, with one group performing the view of the torries and another group singing the patriot's song.

6. Using this song as an example, let each group take a common subject with opposing views and let them write a song using the tune of "Green Eyes".

Pages 82 and 83 were removed from the document prior to its being submitted to the ERIC Document Reproduction Service. The songs, "The Parody to the Liberty Song" and "The Liberty Song" from Laurence Seidman's article were removed to conform with copyright law.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 5

NAME OF ACTIVITY: Song: Young Ladies in Town

TYPE OF ACTIVITY: Learning a song

OBJECTIVE: Students will learn a Revolutionary War song.

BACKGROUND INFORMATION:

The colonists were determined to force Great Britain to repeal the taxes on commodities that were imported to the new country. The women were asked to forego fashion and not wear the fancy clothes imported from England, but to spin their own yarn for homespun clothing.

One song of the time that was used to broadcast this appeal was "Young Ladies in Town".

MATERIALS AND RESOURCES:

Photocopy of song included here.
Trumpet of a Prophecy; John A. Scott.

Pages 85 and 86 were removed from this document prior to their being submitted to the ERIC Document Reproduction Service.

Young Ladies in Town was removed in order to conform with the copyright law.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 4-5

NAME OF ACTIVITY: Ballad of Nathan Hale

TYPE OF ACTIVITY: Learning a Song

OBJECTIVE: Students will learn a song of the Revolutionary War.

BACKGROUND INFORMATION:

Nathan Hale was an American patriot of the Revolutionary War. He volunteered to cross the British lines as a spy and obtain information for General Washington. He was captured by the British and hanged for treason. His famous quote "I only regret that I have but one life to lose for my country" was spoken as he prepared for his execution.

MATERIALS AND RESOURCES:

Trumpet of a Prophecy: Revolutionary America.

DESCRIPTION OF ACTIVITY:

Discuss background materials and teach song.

Page 88 was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.

The song Ballad of Nathan Hale, from Trumpet of a Prophecy: Revolutionary America was removed from this document in order to conform with the copyright law.

THEME: Heritage, Festival

SUBJECT AREA: Music

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Minuet

TYPE OF ACTIVITY: Dance

OBJECTIVE: Students will learn a formal dance of early America.

BACKGROUND INFORMATION:

The minuet was a formal dance which was popular during the time of George Washington. In those days, people were very polite and mannerly. Ladies wore fancy wigs, laced bodices and large cumbersome skirts. Men moved stiffly because they wore high collars, ruffles at wrists and neck, pants joined at the knees by stockings, and wigs on their heads. We should dance the minuet in a slow, dignified manner as they did in the days of George Washington.

MATERIALS AND RESOURCES:

Minuet from "Don Juan" by W. A. Mozart. Words and melody are in the attached photocopy. Words set the scene for the formal minuet. Record may be used with symphonic arrangement of Minuet from "Don Juan" after the dance is learned.

Music Lessons You Can Teach, Jane L. Reynolds.

PROCEDURE:

Couples are arranged in a line or circle. Girls are on the boy's right, inside hands joined. The boys put free hand on hips, the girls hold their skirts with outside hands.

Meas. 1 - Beginning with inside foot, all walk forward 3 steps.

Meas. 2 - Point outside foot forward and hold 3 counts.

Meas. 3-4 - Repeat, starting with outside foot.

Meas. 5-6 - Repeat, starting with inside foot.

Meas. 7-8 - Partners face each other and drop hands. Boys bow from the waist, girls curtsy for 6 counts.

Page 91 was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.

Minuet from "Don Juan" by W. A. Mozart has been removed from this document in order to conform with the copyright law.

00095

The music can be found in Music Lessons You Can Teach, by Jane L. Reynolds.

PROCEDURE: (cont'd)

Meas. 1-8 - (Repeat in music) Couples turn and repeat the above 8 measures moving in the opposite direction.

Meas. 9 - Partners face each other, join right hands and hold them high. Step forward on right foot (count one), bring left foot to right and rise on toes (count 2), drop back on heels (count 3).

Meas. 10 - Step on left foot (count one), point right foot forward (counts 2 and 3).

Meas. 11-12 - Repeat measures 9-10.

Meas. 13-14 - Keeping right hands joined and raised, partners walk halfway around each other, stepping right, left, right. They point left toe (3 counts).

Meas. 15-16 - Partners face. Boys bow and girls curtsy for 6 counts.

Meas. 9-16 - (Repeat in music) Repeat measures 9-16 above, and return to original formation.

THEME: Heritage, Festival, Horizon

SUBJECT AREA: Music

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Skip to My Lou

TYPE OF ACTIVITY: Circle Dance

OBJECTIVE: Students will learn a type of dance from the Revolutionary era.

BACKGROUND INFORMATION:

After working hard, the settlers would gather on Saturday nights at the school house for a "play-party". Everyone joined in the games. People who were too tired to dance sat around the edge of the room and sang or kept time with their hands and feet.

The settlers had brought their dances with them from Scotland, England, Ireland and Germany. In those countries the musical accompaniment was instrumental music, but in the frontier settlements there were few instruments, so the people sang as they danced.

This dance was often used as an opener because it gave the people a chance to dance with many different people and get acquainted for the rest of the evening's activities.

MATERIALS AND RESOURCES:

Exploring Music Book 5.
Exploring Music - Record II, Side A.
Song: Skip to My Lou.

PROCEDURE:

Dancers form a circle facing the center of the ring. Girls are on the right of their partners.

Verse 1 - Boys take eight short steps to center of circle and eight steps back into place.

Verse 2 - Girls take eight short steps to center of circle and eight steps back into place.

Verse 3 and 4 - Partners bow to each other, and then bow to the person on their opposite side.

Verse 5 - Partners promenade around circle, holding crossed hands.

PROCEDURE: (cont'd)

Verse 6 - Partners drop hands, girls reverse directions. Everyone walks around circle. Boys and girls are now walking in opposite direction.

Verse 7 - Each boy takes the arm of the girl opposite him (new partner). She reverses direction and promenades with her new partner. If there are people without partners, they go to center and remain until a new circle is formed.

THEME: Heritage, Festival, Horizons

SUBJECT AREA: Music

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Duck for the Oyster

TYPE OF ACTIVITY: Square Dance

OBJECTIVE: Children will become familiar with dances of the Revolutionary Period and provide an activity for recreation and programs.

BACKGROUND INFORMATION:

In pioneer days, after the work was completed, the people danced for recreation. Often there was no special reason for a dance being held except to satisfy the desire for a social gathering. The crowd would be called together and details of the dance would be given. The musical accompaniment might come from a fiddle, fife and drum, or just hand-clapping. In very religious communities dancing was frowned upon, so the settlers often called the dancing singing games or play parties. Square dancing has been and is today a very popular form of recreation.

MATERIALS AND RESOURCES: (see bibliography)

Durlacher, Ed. Honor Your Partner.
Kraus, Richard G. Square Dances of Today.
Rohrbaugh, Lynn. Handy Play Party Book.
Landeck, Beatrice. Making Music Your Own, Book 4; Recording - Making Music Your Own, Book 4.

PROCEDURE:

The words of the recording tell the children what to do. Children choose partners. Partners stand side by side. Girl to boy's right.

Introduction: Bow to your partners, bow to your corner.
All join hands and circle left.
All back to original places.
Partners join hands and swing around in place.

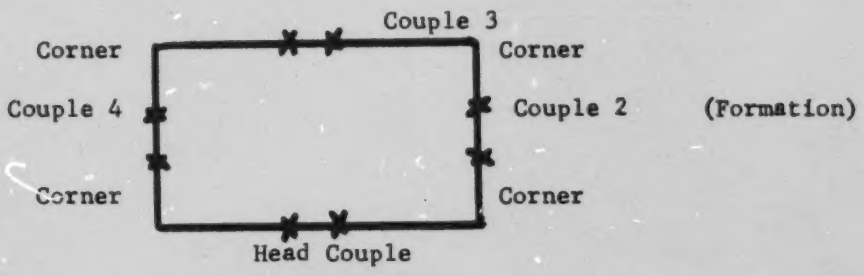
Head couple goes to couple 2.
All 4 join hands and circle halfway round.
Head couple dives halfway under raised hands of couple 2 and goes back.
Head couple dives all the way through.

Head couple goes to couple 3 and 4 and repeats above directions.

PROCEDURE: (cont'd)

All partners promenade in counter-clockwise direction.

Repeat until couples 2, 3, and 4 have had a turn to be the head couple.



VARIATIONS AND MODIFICATIONS:

Other squares may be chosen. These can be found in the books listed.

THEME: Heritage, Festival, Horizon

SUBJECT AREA: Music

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Virginia Reel

TYPE OF ACTIVITY: Line Dance

OBJECTIVE: Students will learn one type of dance the colonists enjoyed.

BACKGROUND INFORMATION:

One of the three types of dances the colonists enjoyed was the line dance, of which the Virginia Reel is very well known. The people chose songs that everyone knew to use as accompaniment so they could concentrate on their dancing. Many times new dances were made up to familiar melodies.

MATERIALS AND RESOURCES:

Making Music Your Own - Book 5.
"The Frog and the Mouse" - Record, Volume 5.

PROCEDURE:

Children choose partners.

Formation: Partners stand facing each other, making two lines. The lines are divided into sets of five or six.

With hands joined the head couple slide-step (sashay) down the center of the set and back again.

Head couple links arms and turns around one and a half times (now on opposite sides). Each partner links arms with the neighbor in the opposite line and turns around one time. Partners link right arms and turn around once. Each partner links left arms with the next neighbor and turns around once.

Head couple continues linking and turning down the line as above. At the foot of the set partners turn around one and a half times (to get back to original side), then join both hands and sashays back up the center to the head of the set.

VARIATIONS AND MODIFICATIONS:

Many other tunes may be used as background for this dance.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 5-6

NAME OF ACTIVITY: Exploring Musical Symbols

TYPE OF ACTIVITY: Writing Musical Symbols

OBJECTIVES: The students will be able to create and interpret the musical symbols used by early Americans.

BACKGROUND INFORMATION:

In order to read music, the religious leaders used seven different shapes for the seven different tones of the scale.

Do: equilateral triangle
Re: half circle
Mi: diamond
Fa: small Isosceles triangle
So: egg-shape
La: rectangle
Ti: rectangle

MATERIALS AND RESOURCES:

Three folk songs, Ives, Burl. The Burl Ives Song Book, American Song in Historical Perspective. New York: Ballantine Books, 1953.

PROCEDURE:

1. The student should start with a known song.
2. The students should write out the musical syllables of the song.
3. Let them see the old notation of a song, and then the students should discover what shape note corresponds with the musical syllable.
4. Next, the student should use the old notation and write out the song.
5. Let the student sing the song, using the old notation.

Page 98 was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.

"Shout and Sing" can be found In The Burl Ives Song Book, American Song in Historical Perspective. New York: Ballantin e Books, 1953.

Films and Filmstrips

America: Its History Through Music, P70R-1 (fs)

Singing Nation, P70R-2 (fs) (Multimedia sets include: 2 filmstrips with record, 1 listening record, 20 student booklets, 1 teacher guide) $30.00 each, Keyboard Publications, Inc., 1346 Chapel St., New Haven, Connecticut, 06511.

Songs of the American Revolution (Our American Heritage of Folk Music) 7R (51 frames, 13 minutes) (fs), Lyons, 530 Riverview Ave., Elkhart, Indiana, 46514.

Music of Williamsburg (film) LCF: A61-265, AV Distribution Section, Colonial Williamsburg, Box C, Williamsburg, Va. 23185

Folk Songs in American History, B/S 125 & 126 (Resource Center)

The Music of American Composers, Part 1, 2, 3, T/118, T/119, T/120.

A Treasury of American Folk Songs and Ballads (The Burl Ives Sing-Along Song Book) (available in each school).

Resources for Information

1. MENC
   1850 Leesburg Pike Suite 601
   Vienna, Virginia 22180

   (A list of suggested Bicentennial music will be available in the near future. Write for it!)

2. U. S. Library of Congress (Archive of American Folksong)
   Washington, D. C.

3. Maryland Historical Society
   201 W. Monument Street
   Baltimore, Md. 21201

4. The Historical Society of Carroll County
   East Main Street
   Westminster, Maryland 21157

5. Smithsonian Associates
   900 Jefferson Drive
   Washington, D. C. 20560

List of Sources - Recorder Music

Empire Music Publishers Limited, New Westminster, B. C.

1. Easy Recorder Duets #ERD-27
2. Recorder Trios
3. Recorder Ensemble Series #RES-300
   (Folk Songs)

Consort Music Inc., P. O. Box 371, Hicksville, N. Y. 11802

1. The Classroom Recorder - Burakoff, Soprano, Book I CM1001, Book II CM1013
2. The Duet Recorder - Burakoff and Strickland, Book I CM1002, Book II CM1015
3. The Ensemble Recorder - Wheeler, Book 1 CM1003
4. Folk Songs of America - Whitney CM1007

Hargail Music, Inc., 28 W. 38th St., New York, N. Y. 10018

1. Music Making in the Elementary School H-60, Wheeler and Burakoff
   (utilizes Kodaly and Orff methods)

B. Schott's Sohne, Mainz, Germany, Associated Music Publishers, New York

1. Easy Pieces of the 17th and 18th centuries, Kaestner and Lechner (arr.)

Oxford University Press, New York

1. Nineteen Folksongs, F. Dinn (arr.)

American Composers from the Revolution to Contemporary Time

John Tufts 1689-1750

Conrad Beissel 1690-1768

Thomas Walter 1696-1725

William Tanzer 1706-1783

Benjamin Franklin 1706-1790

Jeremiah Dencke 1725-1795

James Lyon 1735-1794

Josiah Flagg 1738-1794

Francis Hopkinson 1737-1791, first American composer

John Antes 1740-1811

William Billings 1746-1800, composer with many published works

JoHann Friedrich Peter 1746-1813

Andrew Law 1748-1821

Supply Belcher 1751-1836

Daniel Read 1757-1830

Timothy Swan 1758-1842

Jacob Kimball 1761-1826

Samuel Holyoke 1762-1820

Oliver Holden 1765-1844

Lowell Mason 1796-1872, father of music education

Louis Moreau Gottschalk 1829-1869

Stephen Foster 1828-1864

Edward MacDowell 1861-1908

Charles Ives 1874-1918

Charles Griffes 1884-1920

Douglas Moore 1893-

Walter Piston 1894-

Virgil Thomson 1896-

Roy Harris 1898-

George Gershwin 1898-

Aaron Copland 1900-

Marc Biltzstein 1905-

Henry Cowell 1897-1965

John Cage 1912-

Otto Luening 1900-

Edward Varese 1883-

Milton Babbitt 1916-

William Schuman 1910-

Samuel Barber 1910-

Elliott Carter 1940-

George Perle 1915-

Gian Carlo Menotti 1911-

Norman Dello Joio 1913-

Hugo Weisgall 1912-

Ulysses Kay 1917-

David Diamond 1915-

Gail Kubik 1914-

Peter Mennin 1923-

Leonard Bernstein 1918-

Lukas Foss 1922-

Suggested List of Places to Write Concerning Musical Activities During the Bicentennial

1. Maryland Historical Society
   201 W. Monument Street
   Baltimore, Md. 21201

2. The Historical Society of Carroll County
   East Main Street
   Westminster, Md. 21157

3. Wolf Trapp Academy Office
   Vienna, Va.
   Phone: 686-2448

4. Music Educators National Conference
   Suite 601, 8150 Leesburg Pike
   Vienna, Virginia 22180

5. National Council on the Arts
   Washington, D.C.

6. Smithsonian Associates
   900 Jefferson Drive
   Washington, D. C. 20560

7. Kennedy Center for the Performing Arts
   Washington, D. C. 20560

8. Merriweather Post, Box Office
   Columbia, Md.

9. National Art Gallery
   Washington, D. C.

10. Museum of Fine Arts
    Washington, D. C.

11. Civic Center
    Baltimore, Md.

12. Peabody Conservatory of Music
    Mt. Vernon Place
    Baltimore, Md.

13. Morris Mechanic Theater
    Charles Center
    Baltimore, Md.

14. Cathedral of Mary Our Queen
Charles Street
Baltimore, Md.

15. National Cathedral
Wisconsin Ave.
Washington, D. C.

16. Tawes Theater
University of Maryland
College Park, Maryland

17. Music Dept.
Towson State College
Towson, Maryland

18. Baltimore Symphony Orchestra

19. U. S. Library of Congress Concert Series
Washington, D. C.

20. Maryland Bicentennial Commission
Department of Economic & Community Development
2525 Riva Road
Annapolis, Md. 21401

21. Ft. Myer Army
Band-Fife and Drum Corps
Washington, D. C.

Songs of the Revolutionary War

This is a list of songs and anthologies of the Revolutionary War period that may be used for the Bicentennial celebration. One source is given for the songs listed, however each song can be found in other books and anthologies.

Making Music Your Own, Silver Burdett.

Book 3
The Derby Ram
Springfield Mountain
Yankee Doodle

Book 4
Yankee Doodle (9 verses)

Book 5
Soldier, Soldier
Riflemen of Bennington
Johnny Has Gone for a Soldier
Chester

Exploring Music, Holt, Rinehart, Winston.

Book 5
Old Joe Clarke

Growing With Music, Prentice, Hall

Book 5
Green Grow the Lilacs

This is Music for Today, Allyn and Bacon.

Book 5
Free America
The Glorious Fourth
The Toast to General Washington
Hail Columbia
America (British version)
Chester
The Young Man Who Wouldn't Hoe Corn

The above books may be found in the office of the music supervisor, Carroll County Board of Education.

The American Heritage Songbook, American Heritage Publishing Co., Inc.
When Jesus Wept
The Liberty Song
Revolutionary Tea
The Toast
Enraptured I Gaze
Adams and Liberty
Old Colony Times

(May be located in the Media Center, Westminster High School)

A Treasury of American Folk Songs and Ballads (Burl Ives Sing-Along Song Book)

Master copies of the songs of the Revolution from this volume are available in each school's media center. Ditto copies can be made for your own use. (Tapes are also available.)

Music for Young Americans, American Book Company.

Book 4
Washington, the Great

Book 2
Washington's Birthday

Folk Song Volumes and Anthologies

The Ballad of America: The History of the United States in Song and Story. John Anthony Scott. Bantam Books.

The Burl Ives Song Book: American Song in Historical Perspective, Burl Ives. Ballantine Books.

Songs and Ballads of the American Revolution, Frank Moore. Kennikat Press.

Songs of '76: A History of the Revolution, Oscar Brand. M. Evans and Company.

Folk Song, U. S. A. John and Alan Lomax. Signet Books.

A Treasury of American Songs, Olin Downes and Elie Siegmeister. Consolidated Music Publishers, Inc.

The Story of American Folk Song, Russell Ames. Grosse and Dunlop.

Trumpet of a Prophecy, Revolutionary America: 1763-1783. Frank Moore. Washington Square Press.

The Diary of the American Revolution. Frank Moore. Washington Square Press.

Living Documents in American History. John A. Scott. Washington Square Press.

Up With People Series, Carl Fischer.

Songs; (Individual sheet music)

America - Our Heritage, Steel/Ades, Unison & SA (easy), C. Fischer.

America the Beautiful, Ward/Kinyon, Unison & SA (optional band acc.) (easy) C. Fischer.

Fifty Nifty United States, Charles, Unison & SA (easy), C. Fischer.

Fifty Stars, McCarthy-Meyer/Metis, Unison & SA (easy), C. Fischer.

Sing for America, Simpson/Ades, Unison & SA (easy), C. Fischer.

Under the Umbrella of the Red White, and Blue, Simpson/Ades, Unison & SA (easy), C. Fischer.

Which Way, America? Allen/Simeone, Unison & SA (easy), C. Fischer.

Recordings of the Revolutionary Period

Fifes and Drums	
Band of Musick	WS101
Williamsburg Candlelight Concert	WS100
O Come Sweet Music	WS102
An Evening of Music	WS103
The Music Teacher	WS104
Songs from a Colonial Tavern	DL74546

May be ordered for $3.95 + 50¢ each from: AV Distributing Co., Colonial Willimasburg Box, Williamsburg, Va. 23185

America, the Beautiful, RCA Victor LM-2662

A Treasury of American Folk Songs and Ballads - Decca MG79316, MG79317
(The Burl Ives Sing Along Song Book)
Tapes of these songs are available in each school's media center.

New England Triptych, "Chester", Wm. Billings, Making Music Your Own, Record, Volume 5.

The President's March, Philip Phile Exploring Music, Record, Volume 5.

Ballads of the Revolution, Folkways Records and Service Corp. FP48.

The American Revolution Through Its Songs and Ballads, Heirloom Records.

American History in Ballad and Song, Folkways.

War Ballads and Soldier Songs, Folkways FH5249.

America's Musical Heritage, Burl Ives. Decca MG79323.

A Soldier's Life for Me, Folk Songs of Britain, Volume 8. Caldmon Records.

Ballads of the Revolution, EAV 33RR 761 (2 lps)

Operettas

Our Country Tis of Thee, MBP 101 (Grades 3-9) Musical history from John Smith to today.

The Legend of the Twelve Moons, MBP 102 (Grades 4-9) Musical history of the American Indian.

Tall Tom Jefferson, MBP 103 (Grades 4-9) Musical history of our third president.

These are available in kit form including recording, vocal score arranged for unison, two or three part harmony, narration, speaking parts, scores for piano and instrumental accompaniment, and program notes with staging ideas. They are available from Michael Brent Publications, Inc., Box 1186, Port Chester, N. Y. 10573. Price is $6.95 each.

Instrumental Music Activities

It is suggested that instrumental concerts be geared to the Bicentennial Celebration. The types of music could follow our country's history by using music of the colonial period, American music, contrast of yesterday and today's music.

Background on the music, the composer, and the style of music written should be presented to the students.

Realizing that music of the Revolutionary Period may be difficult for elementary instrumental students, it may be necessary (in order to perform this period's music) to rewrite the music available.

MENC will publish a list of music of the Revolutionary period that will be available in the near future.

These are a few listings that may be helpful:

Composer	Arr.	Title	Publisher
Billings	Johnson	"Chester"	Pro Art
MacDowell		"To a Wild Rose"	Staff
Jackson		"Little English Suite"	Witmark
Jackson		"Three Songs of Colonial America"	Witmark
Carter		"Miniature Chorale and Fugue"	Hansen

THEME: Heritage

SUBJECT AREA: Math/Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Coins

TYPE OF ACTIVITY: Research

OBJECTIVES: The student will reproduce pictures of Revolutionary money and work with them mathematically.

BACKGROUND INFORMATION:

The shortage of coins in Colonial America seriously hindered the conduct of business. Few British coins reached the colonies, but colonial shipmasters brought in foreign money. Several dozen different kinds of money were used from the time of the first Revolutionary battles in 1775 until the opening of the United States Mint in 1792. Prior to the Revolution British money was the official currency, although the Spanish milled dollar "the pieces of eight", was most widely used. However, since there was often a scarcity of coins, commodities such as tobacco were often used.

In 1775 the Continental Congress issued over 250 million dollars in paper money to meet the cost of the Revolutionary War. The state governments also issued about 200 million dollars worth of paper money. The rapid depreciation of this paper led to the well-known phrase "not worth a Continental".

MATERIALS AND RESOURCES:

Old currency, paper and coins, or pictures of such.

Brown, Francis William, Coins Have Tales to Tell, J. B. Lippincott Co., Philadelphia c. 1966.

PROCEDURE:

1. Reproduce pictures of old currency.
2. Calculate the ages of old coins and bills.
3. Work with them in mathematical problems.

VARIATIONS AND MODIFICATIONS:

1. Invite coin collectors in to show their collections.
2. Make models of coins using cardboard discs.

VARIATIONS AND MODIFICATIONS: (cont'd)

3. Make a personal collection of rubbings of old coins using onion-skinned paper.

4. Using clay, make molds of coins collected.

5. Make paper mache coins.

6. Design coins for the future.

7. Visit a bank or the U. S. Mint in Washington.

THEME: Heritage

SUBJECT AREA: Math

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Finding Their Ages

TYPE OF ACTIVITY: Data Interpretation

OBJECTIVE: Student will be able to compute ages according to dates given and to graph the data.

BACKGROUND INFORMATION: Names and dates (born, died) of the 56 men who signed the Declaration of Independence.

MATERIALS AND RESOURCES:

Ross, George E., Know Your Declaration of Independence and the 56 Signers, Rand McNally and Company, New York: c. 1963.

Ditto of the signers and their dates of birth and death.

PROCEDURE:

1. Compute ages of the signers at the date of signing, 1776.
2. Answer the following questions:
   a. Who was the oldest at signing?
   b. Who was the youngest at signing?
   c. Who died first?
   d. What was the average age at signing?
3. Rank the men according to age at signing from oldest to youngest.
4. Make a bar graph of their ages.

VARIATIONS AND MODIFICATIONS:

1. Alphabetize the names of the signers.
2. Compute ages at death.
3. Have the class graph their own ages and compare to those of another class.

Signers of the Declaration of Independence

1.	John Hancock (Mass.)	1737-1793
2.	Josiah Bartlett (N. H.)	1729-1795
3.	Philip Livingston (N. Y.)	1716-1778
4.	Robert T. Paine (Mass.)	1737-1809
5.	William Floyd (N. Y.)	1734-1821
6.	John Adams (Mass.)	1735-1826
7.	Francis Lewis (N. Y.)	1713-1802
8.	George Walton (Ga.)	1741-1804
9.	Samuel Adams (Mass.)	1722-1803
10.	Richard Stockton (N. J.)	1730-1781
11.	Samuel Huntington (Conn.)	1731-1796
12.	Stephen Hopkins (R. I.)	1707-1785
13.	John Hart (N. J.)	1711-1779
14.	Abraham Clark (N. J.)	1726-1794
15.	Lewis Morris (N. Y.)	1726-1798
16.	John Morton (Pa.)	1724-1777
17.	Francis Lightfoot Lee (Va.)	1734-1797
18.	John Penn (N. C.)	1740-1788
19.	Roger Sherman (Conn.)	1721-1793
20.	William Whipple (N. H.)	1730-1785
21.	John Witherspoon (N. J.)	1723-1794
22.	William Ellery (R. I.)	1727-1820
23.	William Hooper (N. C.)	1742-1790
24.	Robert Morris (Pa.)	1734-1806
25.	Benjamin Harrison (Va.)	1733-1891

26.	William Williams (Conn.)	1731-1811
27.	Benjamin Franklin (Pa.)	1706-1790
28.	William Paca (Md.)	1740-1799
29.	Francis Hopkinson (N. J.)	1737-1791
30.	Thomas Stone (Md.)	1743-1787
31.	Charles Carroll (Md.)	1737-1832
32.	Thomas Jefferson (Va.)	1743-1826
33.	George Taylor (Pa.)	1716-1781
34.	Edward Rutledge (S. C.)	1749-1800
35.	Joseph Hewes (N. C.)	1730-1779
36.	James Smith (Pa.)	1719-1806
37.	George Ross (Pa.)	1730-1779
38.	George Clymer (Pa.)	1739-1813
39.	Thomas Heyward, Jr. (S. C.)	1746-1809
40.	Button Gwinnett (Ga.)	1735-1777
41.	George Read (Del.)	1733-1798
42.	James Wilson (Pa.)	1742-1798
43.	Thomas Lynch, Jr. (S. C.)	1749-1779
44.	Samuel Chase (Md.)	1741-1811
45.	Carter Braxton (Va.)	1736-1797
46.	Benjamin Rush (Pa.)	1745-1813
47.	Lyman Hall (Ga.)	1724-1790
48.	Caesar Rodney (Del.)	1728-1784
49.	Thomas Nelson, Jr. (Va.)	1738-1789
50.	Arthur Middletan (S. C.)	1742-1787
51.	Matthew Thorton (N. H.)	1714-1803
52.	Elbridge Gerry (Mass.)	1744-1814

53.	Oliver Wolcott (Conn.)	1726-1797
54.	Thomas McKean (Del.)	1734-1817
55.	George Wythe (Va.)	1726-1806
56.	Richard Henry Lee (Va.)	1732-1794

THEME: Festival

SUBJECT AREA: Math

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Colonial Cookery

TYPE OF ACTIVITY: Project in Cooking

OBJECTIVE: The child will be able to participate in cookery and evaluate nutritional food value.

BACKGROUND INFORMATION: The foods of the 18th Century were generally smoked, salted, dried or pickled because lack of refrigeration hindered preservation. Corn was the great staple and from it johnnycake, "Indian pudding" and spoon bread was made. Game was still plentiful in all seasons. Smoked hams belonged especially to the East. Cider, watermelon rind pickles, apple butter, fresh fruit pies (an American invention) were among Colonial foods.

MATERIALS AND RESOURCES:

Colonial recipes (as the ones included below) and necessary ingredients.

Butter (double if needed)

1/2 pt. heavy whipping cream
3 T. cultured sour cream
Salt

Shake in a covered plastic container for about 15 minutes or until curds and whey separate. Pour off whey. Add cold water, shake again, pour off whey. Continue this procedure until water appears clear and free of whey. Add salt to taste.

Corn Meal Griddle Cakes (makes 30 small)

1 c. cornmeal
3 c. boiling water
2½ c. milk
4 c. flour
3 t. baking powder } sift together
1 t. salt
½ c. sugar
2 eggs, beaten
4 T. melted butter

Pour boiling water over cornmeal and cook 5 minutes. Add milk and dry ingredients. Stir in eggs and butter. Bake same as other pancakes.

Sour Cream Cookies

This is a very famous recipe for a very famous New England cookie.

Sift together:
4 c. flour
½ t. salt
1 t. soda

MATERIALS AND RESOURCES: (cont'd)

1 c. butter
2 c. sugar
1 c. sour cream
2 eggs unbeaten
1 t. lemon extract
sugar
Cream the butter and sugar together. Add the eggs one at a time and beat until light. Add the flavoring. Add the flour and cream alternately and mix into a soft dough. Handle the dough lightly while rolling it thin and cutting it into fancy shapes. Sprinkle with sugar and bake at 400°F. til pale brown.

Martha Washington Candy
1/2 lb. confectioner's sugar
1/8 lb. butter
1/2 tsp. hot water
1/2 tsp. vanilla
3-4 squares bitter chocolate, melted
Combine first four ingredients and knead until the mixture can be rolled out. Form into balls and dip in the chocolate.

PROCEDURE:

1. Discuss colonial cookery and steps or procedures in baking.

2. Divide class into groups to make the various "goodies".

VARIATIONS AND MODIFICATIONS:

1. Invite parents into the room to enjoy a colonial luncheon.

2. Discuss weights and measurements in math and work with these units in a learning station.

3. Convert recipe measurements to metric system.

4. Construct a cookbook having children bring in favorite recipes.

5. Discuss nutrition and the basic food groups.

6. Plan nourishing meals for a day or a week.

7. Invite the cafeteria manager into the classroom for a discussion and planning session - to plan a lunch for the whole school.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 3-8

NAME OF ACTIVITY: Marbles

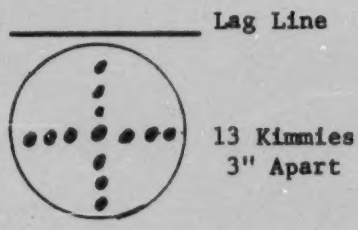
TYPE OF ACTIVITY: Game for Colonial Olympics activity

OBJECTIVE: Knock the marbles out of the circle with the shooter.

BACKGROUND INFORMATION: Marbles is one of the oldest games. The game described below is called ringer.

MATERIALS AND RESOURCES:

1 shooter for each player
13 kimmies
10' diameter circle



PROCEDURE: (suggested time allotment 15-30 minutes)

1. A game is started by placing 13 marbles in the center of the ring in the shape of a cross.

2. To determine who has first ups each player stands in front of the circle. Each player then places his shooter between his index finger and second finger. He then shoots the marble with his thumb. The player whose marble is closest to the lag line gets first ups.

3. The first player opens the shooting from any point just outside the circle. He attempts to knock the kimmies out of the ring. He gets an additional shot from inside the ring each time he knocks one or more marbles out of the ring provided the shooter remains inside the ring.

4. Whenever he fails to knock a marble out of the ring or the shooter fails to remain in the circle, it becomes the next player's turn. The first player to knock seven marbles out wins.

VARIATIONS AND MODIFICATIONS: Marbles can be a project made from clay and firing with the aid of the art teacher or store bought ones brought in by students.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 5-12

NAME OF ACTIVITY: Shuffleboard

TYPE OF ACTIVITY: Game for Colonial Olympics Activity

OBJECTIVE: To push wooden or metal discs into scoring areas and to knock the opponent's discs out of scoring areas.

BACKGROUND INFORMATION: This game is to be played on smooth surfaces.

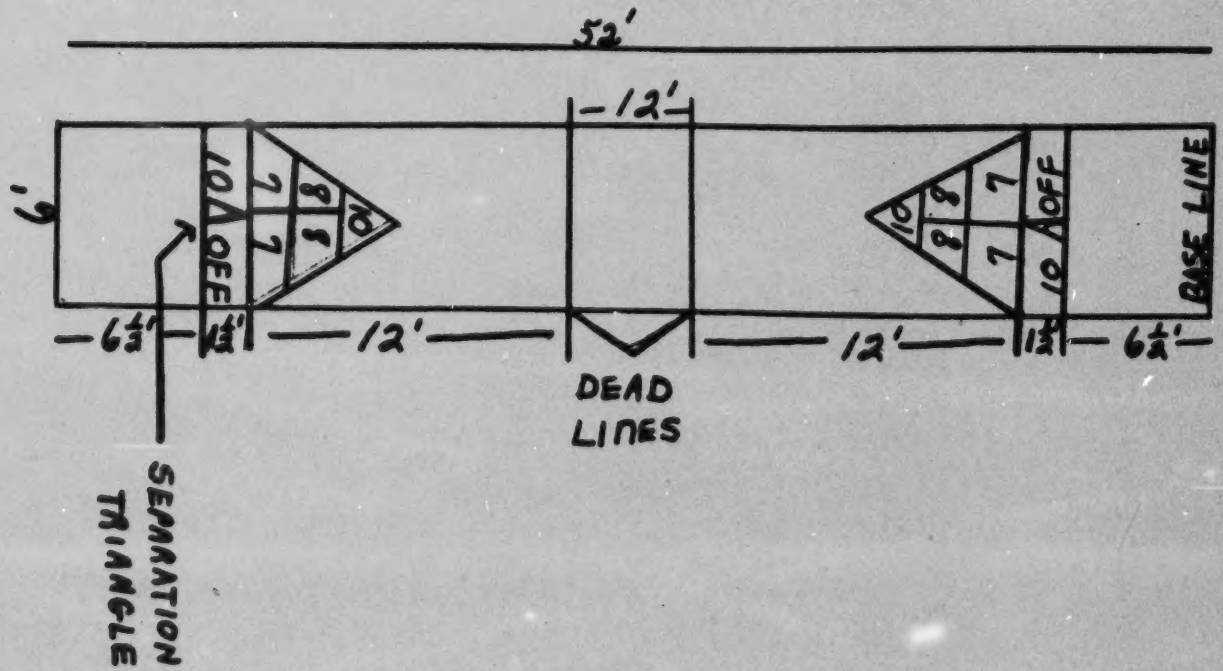
MATERIALS AND RESOURCES:

8 discs, 4 for each player or each team
1 cue for each player

PROCEDURE: (suggested time allotment 30 minutes)

1. Two persons can play against each other or four people can form two opposing teams.

2. The players take turns shooting from the 10-off space. A player scores 10 points for each disc in the 10-area; 8 points for the 8-area; 7 points for the 7-area. Ten points are subtracted for each disc in the 10-off space. After all the discs have been pushed, players add up their scores and move to the other end of the court and continue play. The winning score may be 50, 75, or 100 points.



THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 4-8

NAME OF ACTIVITY: Checkers

TYPE OF ACTIVITY: Game - Colonial Olympics Activity

OBJECTIVE: To capture all of opponent's men, or to block their players.

BACKGROUND INFORMATION: This is also called Droughts. Each nation has its own rules; there are no international rules as in chess.

MATERIALS AND RESOURCES:

Checkerboard
12 men or checkers for each player (one set is black, the other red)

PROCEDURE: (suggested time allotment 15-30 minutes)

1. The players set opposite each other and each arranges his men on the first three rows of black squares.

2. The player with the black checkers starts by moving one of his men one space diagonally forward toward the red checkers. Then the other player moves a red checker to the black. The men can be moved only forward on the black squares.

3. If a red man moves next to a black man, the black man can jump over the red man if there is a space behind the red man. The red man is removed from the board as the black man goes deeper into enemy territory. More than one man can be captured at a time. (The same is true for the red man, he can jump the black man)

4. If a man reaches the back line on the opponent's side it is crowned and becomes King by placing a second checker on top of it.

5. A King can move forward or backward one square at a time, except when it jumps over one or more men.

VARIATIONS AND MODIFICATIONS:

Include suggestions for adapting to another theme.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 4-12

NAME OF ACTIVITY: Horseshoes

TYPE OF ACTIVITY: Tossing Game - Colonial Olympics Activity

OBJECTIVE: To toss horseshoes as close to or around the stake.

BACKGROUND INFORMATION: This game originated in Roman Army Camps about 100 A.D. The Romans introduced the game into England and the English brought it to America.

MATERIALS AND RESOURCES:

2 horseshoes per person or team
2 stakes (iron or metal)

PROCEDURE: (time allotment 10-30 minutes)

1. If two or three play a game, they compete individually. If four play, two people make up each team.

2. If competing individually, each player pitches a horseshoe towards the opposite stake. Then each player pitches the second horseshoe.

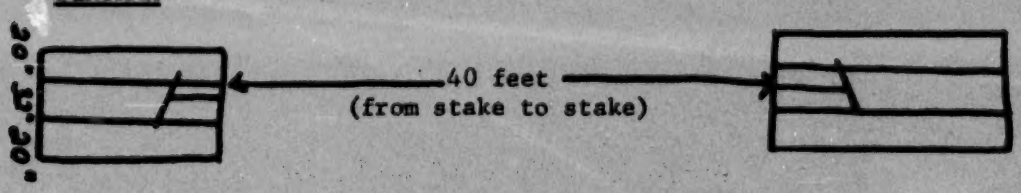
3. If competing on a team basis, one member of each is located at each end of the court.

4. When pitching horseshoes, hold the horseshoe in the hand and pitch it underhand.

5. Scoring: Ringer - a horseshoe that circles the stake so that a ruler can touch both points of the shoe without touching the stake. A ringer scores three points. A shoe that lands within six inches of the stake scores one point. A leaner, a shoe that leans against a stake, scores one point.

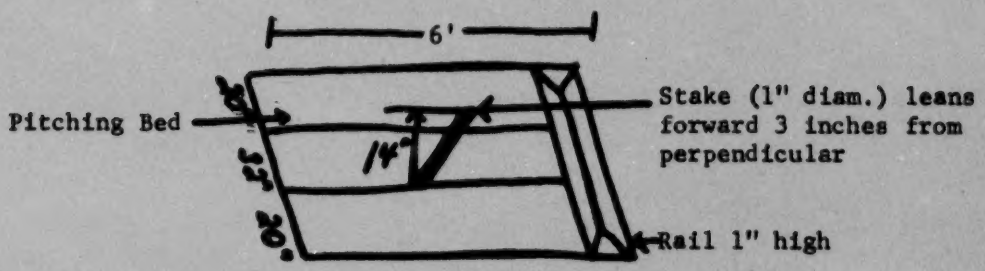
6. Two Methods of Scoring: Cancellation - A game usually consists of 50 points. If opposing players throw ringers or shoes that land equally close to the stake, the shoes cancel each other. Points are scored by counting the ringer or shoe closest to the stake which is not tied by the opposing player. Count All - Consists of 25 innings (50 shoes thrown by each player). All ringers and shoes within six inches of the stake are scored according to point values.

DIAGRAM



PROCEDURE: (cont'd)

Measurements of Pitching Box



VARIATIONS AND MODIFICATIONS: In elementary school, reduce number of total points to win and decrease pitching distance.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 5-12

NAME OF ACTIVITY: Quoits

TYPE OF ACTIVITY: Tossing Game - Colonial Olympics Activity

OBJECTIVE: To toss a quoit at a peg or as close as possible to a peg.

BACKGROUND INFORMATION: Quoits was played in England during the 1300's where it may have developed from horseshoes.

MATERIALS AND RESOURCES:

Two quoits (metal or rubber ring for each player)
Two pegs

PROCEDURE: (suggested time allotment 15-30 minutes)

1. Two pegs stand 1 inch above the ground and 54 feet apart.
2. The quoits have a rim 2 inches wide, with a 4 inch hole in the center.
3. Each player stands beside one peg and throws two quoits at the other peg. A ringer is a quoit that encircles the peg and equals 3 points. A leaner is a quoit that leans against the peg and equals 2 points. If there are no ringers or leaners, the quoit closest to the peg counts as one point.
4. The player who gets 21 points first is the winner.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 5-12

NAME OF ACTIVITY: Croquet

TYPE OF ACTIVITY: Striking - Colonial Olympics Activity

OBJECTIVE: To complete the course before one's opponent(s).

BACKGROUND INFORMATION: Started in France in the 13th Century. Then it spread to Ireland and England where, by the middle of the 19th Century, it had become a major sport.

MATERIALS AND RESOURCES:

9 wickets
2 stakes
1 mallet per player
1 ball per player

The course should not exceed 40' in width and 75' in length

PROCEDURE: (suggested time allotment 20-30 minutes)

1. To begin a round, the ball is placed between the starting post and the first wicket. From there it is struck through wickets 1 through 7 and after hitting the turning stake it is returned to the starting stake via wickets 7,6,8,4,9,2,1.

2. The ball must be struck with face of mallet. A player is entitled an additional stroke for hitting a ball through the wicket. A player receives two additional strokes for passing through wickets 1 and 2 or 6 and 7 in either direction with one stroke. A player continues play until he wins or fails to obtain an additional stroke.

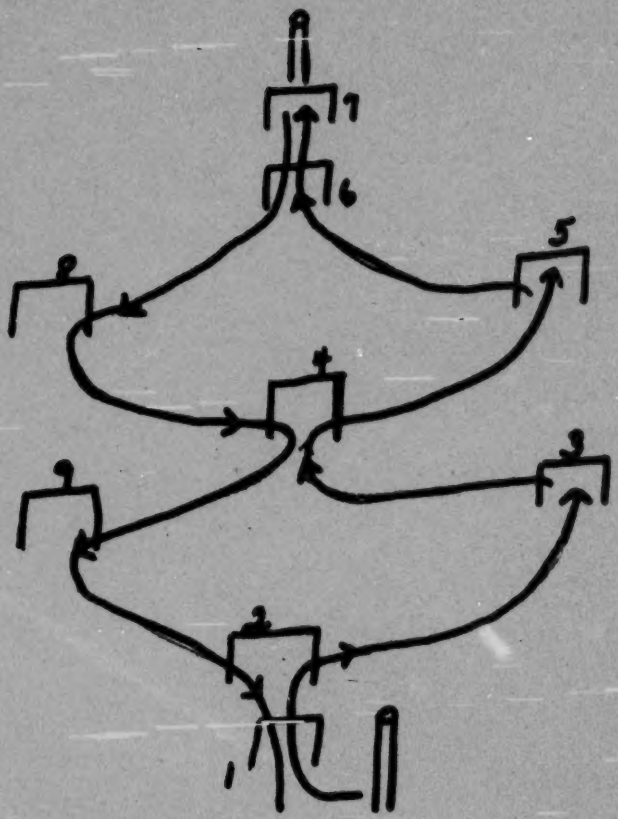
3. There are many variations as far as "poison" and "sending" an opponent's ball. One variation is: Two extra strokes are earned for hitting another ball, provided the player has not done so since passing through his last wicket. This is called "roqueting". A roqueted ball allows the player one of three options: (1) sending an opponent's ball (2) move his own mallet head away from the roqueted ball before taking his two strokes (3) play his own ball from the position where it came to rest.

VARIATIONS AND MODIFICATIONS:

When playing croquet in the upper elementary school, start out by playing the first rules on this page. This will allow the game to progress more quickly.

DIAGRAM

Croquet



THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 4-6

NAME OF ACTIVITY: Goose (The Royal and Most Pleasant Game of Goose)

TYPE OF ACTIVITY: Game (Board)

OBJECTIVE: Children will learn to play a game of colonial times.

BACKGROUND INFORMATION:

This game, which is similar to parchesi, was invented in Italy. In the 15th century, an Englishman, John Wolfe, discovered the game. He subsequently obtained the exclusive right to print and use the English version.

MATERIALS AND RESOURCES:

1. One goose board
2. One die or two dies.
3. One small object for each player

A copy of the gameboard is enclosed. For additional copies teachers may reproduce on thermofax or photocopier.

PROCEDURE: (suggested time allotment 15-30 minutes)

1. This game is a race between two or more players who move their men along a track as the throw of a die directs.

2. There are 63 numbered spaces on the track - most spaces are blank, but 15 have pictures.

3. When a player's man lands on a "goose" the player moves his man forward twice the number showing on the die.

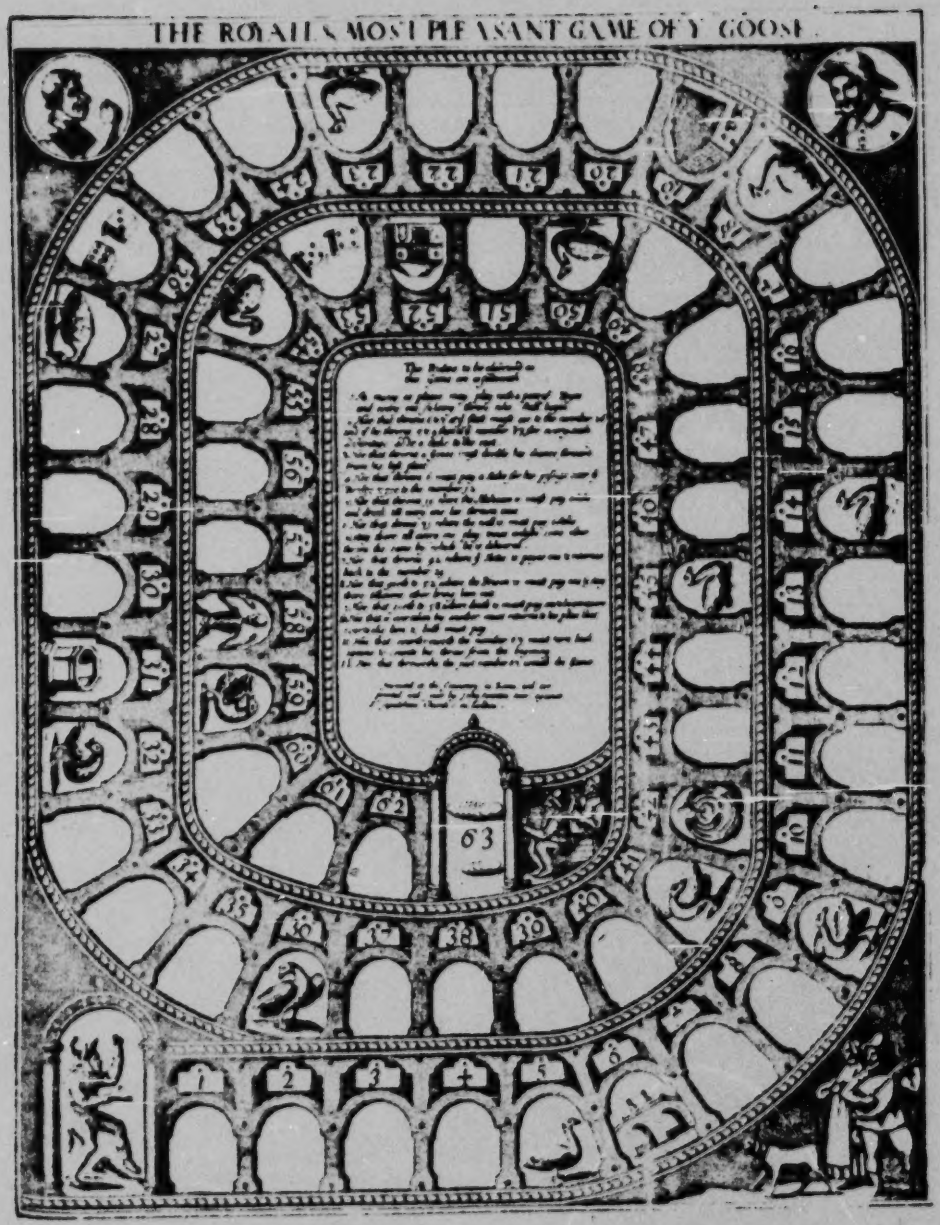
4. If a player's man lands on any other picture, it is a hazard. The consequences are: lose one turn, move back the number of spaces you moved forward.

5. The player who lands on number 63 first wins.

VARIATIONS AND MODIFICATIONS:

Instead of rolling dice, have player draw numbers out of a box. Use numbers 1-7

For reference to game board: Carson, Jane, Colonial Virginians at Play, Westminster Senior High School, 790:09C.



THE ROYAL & MOST PLEASANT GAME OF THE GOOSE.
London, ca. 1670

THEME: Festival

SUBJECT AREA: Physical Education

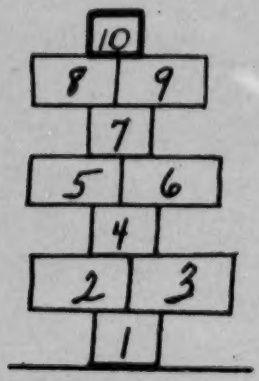
GRADE LEVEL: K-6

NAME OF ACTIVITY: Hopscotch

TYPE OF ACTIVITY: Hopping and Balance

OBJECTIVE: Children will hop through the squares, without losing balance.

BACKGROUND INFORMATION:



Hopscotch Court

(Each square is 24" x 24" or 36" x 36")

Base Line

MATERIALS AND RESOURCES:

One piece of stone or wood for each player, called a puck.

PROCEDURE: (suggested time allotment 10-15 minutes)

1. Each player in turn tosses his puck into the first square. Then, he hops on one foot into the first square, kicks the puck back over the base line, and hops out of the square.

2. Then he tosses the puck into the second square, hops into the first square then into the second square. There, he kicks the puck over the base line, then hops back through the first square and out.

3. This procedure is followed for each square. A player continues until he has moved through all the squares or until he misses. A player misses when he loses his balance, steps on a line, or drops his puck on a line or in a wrong square. When he misses he loses his turn and must wait until the other players have had their turns.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 3-6

NAME OF ACTIVITY: Bowls

TYPE OF ACTIVITY: Game (rolling)

OBJECTIVE: Children will roll a ball as close as possible to a target.

BACKGROUND INFORMATION:

This game was played in the 17th and 18th centuries. This game may be played indoors and outdoors and is a form of bowling as we know it today.

MATERIALS AND RESOURCES:

1. One small or large ball, called "the jack" - this ball should be a different color or size than the ones being rolled.
2. One ball for each player.

PROCEDURE: (suggested time allotment 10-15 minutes)

1. One ball called "the jack" is rolled onto the floor or ground to serve as a target.
2. Each player in turn rolls his ball so that it will stop as close as possible to "the jack".
3. The player whose ball is closest to "the jack" scores a point.
4. The player with the most points wins.
5. A player's ball may hit another player's ball or the target.

VARIATIONS AND MODIFICATIONS:

1. Have students bounce the ball.
2. To determine the winner use a time limit, use a maximum number of rolls, or set a maximum point limit.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 3-6

NAME OF ACTIVITY: Ninepins

TYPE OF ACTIVITY: Rolling Game

OBJECTIVE: Children will roll a ball at bowling pins attempting to knock them down.

BACKGROUND INFORMATION:

This game is a variation of lawn bowling which was and is a popular game. The game originated in England and was played by both men and women of all classes. The Dutch brought the game to New York, while the English introduced it in Jamestown, Virginia.

MATERIALS AND RESOURCES:

Nine pins (bowling or duck) or clubs (Indian)
Plastic bowling ball or soccer ball or playground ball

PROCEDURE: (suggested time allotment 15-20 minutes)

1. Place 9 pins in rows of 3 (3 pins in a row).
2. Players stand 20'-25' from pins.
3. One player rolls the ball toward the pins. One point is awarded for each pin that is knocked down. After one player has rolled the ball one time the next player rolls one time.
4. The player with most points wins the game. The total score is determined after each player has rolled the ball five times.

VARIATIONS AND MODIFICATIONS:

1. Instead of rolling the ball the players may throw the ball.
2. The players can pre-determine the number of rolls or throws before they start the game. Ex: 5, 6, 7, etc. rolls each.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 4-6

NAME OF ACTIVITY: Stool-Ball

TYPE OF ACTIVITY: Game (low organizational)

OBJECTIVE: Children will play a game that was played in the 1700's and 1800's. Children will hit a stool by tossing a ball at it.

BACKGROUND INFORMATION:

Stool-Ball is a variation of cricket. This game (stool-ball) was played by children.

MATERIALS AND RESOURCES:

1. Stool or chair - one of each for every two people (if possible)
2. Rubber ball - one of each for every two people (if possible)
3. This game may be played indoors or outdoors

PROCEDURE: (suggested time allotment 10-15 minutes)

1. Place a stool (chair) on the floor.

2. Have one person sit on it while another person stands about 15 ft.-20 ft. away.

3. The person, standing, tosses the ball with the intention of striking the stool. The person sitting on the stool tries to push the ball away before it hits the stool.

4. The person sitting scores a point every time he successfully pushes the ball away from the stool. The players change places each time the ball touches the stool.

VARIATIONS AND MODIFICATIONS:

Have students roll the ball.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 5-6

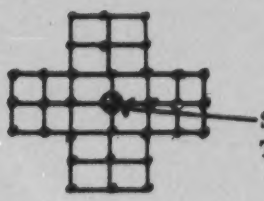
NAME OF ACTIVITY: Fox and Geese

TYPE OF ACTIVITY: Board Game

OBJECTIVE: Children will corner the fox so he can't move (a colonial game).

BACKGROUND INFORMATION:

This game can be played with four geese and one fox. The conventional game (18th century) is played with 17 geese and one fox on a board of this design:



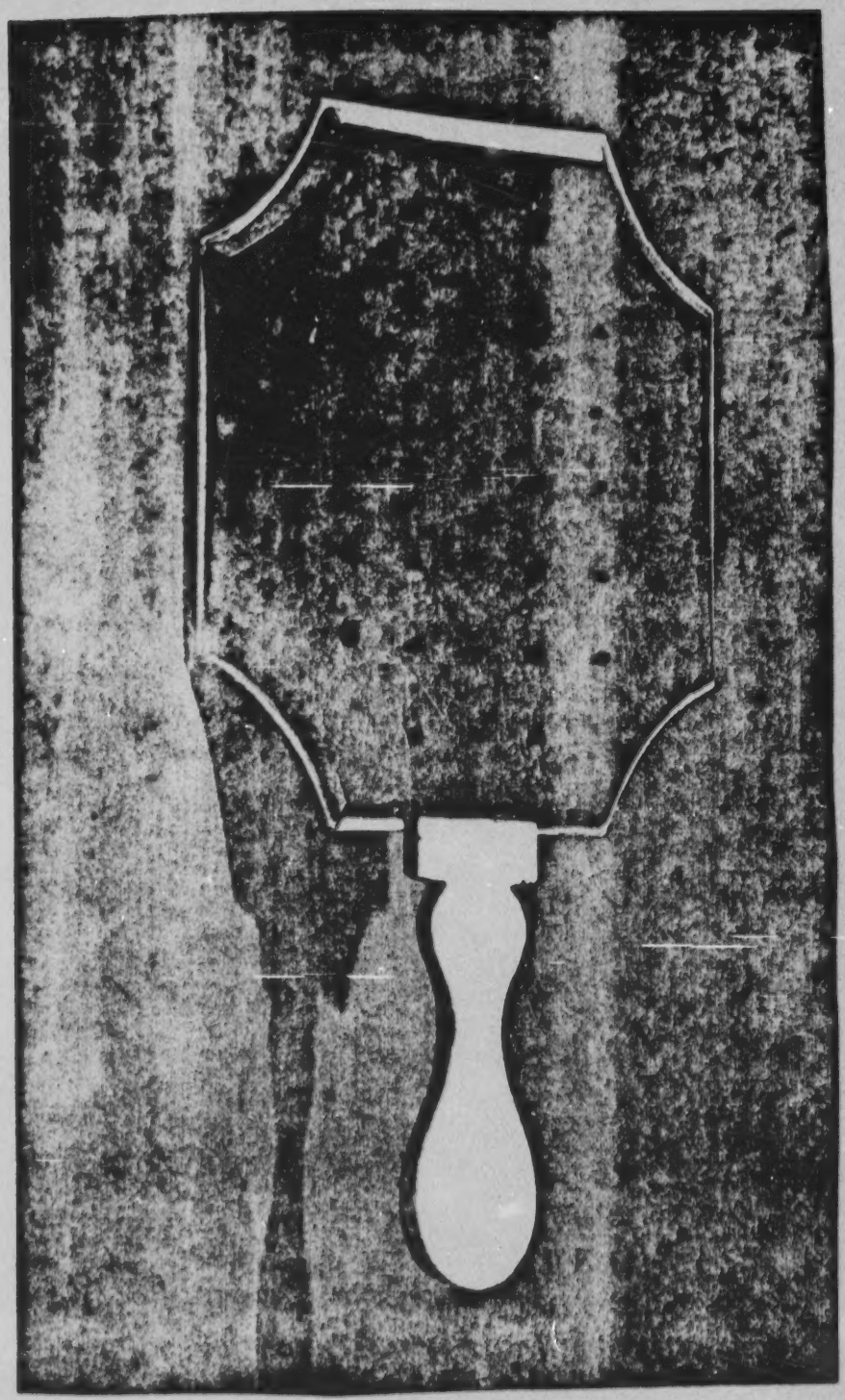
Starting point for fox.
The dots represent spaces on board.

MATERIALS AND RESOURCES:

1. Fox and geese board (checkerboard will do)
2. Marbles or pegs (one for each fox, one for each goose)

PROCEDURE: (suggested time allotment 15-30 minutes)

1. The fox moves in a straight line in any direction.
2. The geese move only forward or sideways.
3. The fox may jump, as in checkers, and remove the geese from the board. Geese may not jump the fox.
4. The fox wins the game if he breaks through the line of geese in front of him; he loses if he is cornered and blocked in.
5. When playing one person is the fox and one person represents the geese.
6. When taking turns only one move is permitted for each turn.



FOX AND GEESE BOARD

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 3-6

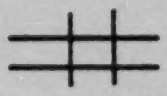
NAME OF ACTIVITY: Tic-Tack-Toe

TYPE OF ACTIVITY: Table Game

OBJECTIVE: Children will play a game that was played early in our history. Children will learn to anticipate his opponent's strategy.

BACKGROUND INFORMATION:

A very old game which is played by drawing a grid of two vertical and two horizontal lines giving nine spaces.

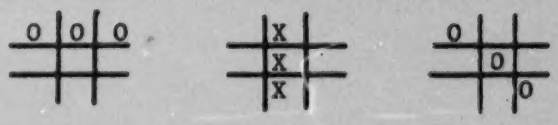


MATERIALS AND RESOURCES:

1. Pencil
2. Paper

PROCEDURE: (suggested time allotment 10-15 minutes)

1. Two people play at a time.
2. X's and O's are filled in alternately by the two respective players in an effort to get three in a row horizontally, vertically, or diagonally, while blocking similar efforts of the opponent.
3. Examples: Horizontal Vertical Diagonal



4. Whoever gets three in a row first is the winner.

VARIATIONS AND MODIFICATIONS:

Tournaments can be set up if desired.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 3-6

NAME OF ACTIVITY: Dominoes

TYPE OF ACTIVITY: Table Game

OBJECTIVE: Children will learn to play dominoes and recognize like surfaces.

BACKGROUND INFORMATION:

This is a game of chance and skill, played by two or more people. A regular set of dominoes consists of 28 small, flat, oblong pieces of bone, wood, or ivory. A line divides one side, or face, of each domino into two sections.

MATERIALS AND RESOURCES:

1. Flat surface
2. One set of dominoes for each group

PROCEDURE: (suggested time allotment 30 minutes)

1. Place all pieces face down and mix them well.

2. Each player chooses a certain number (if two are playing each has 7; if three or four are playing each has 5).

3. The player with the highest double number among his dominoes plays first. Suppose it is the 4-4. The player on the left then matches any dominoes with 4 dots in one section to the 4-4 domino. The sections can be matched by placing the dominoes end to end, or end to side, but no section can be matched more than once. The game continues, dot number being matched to dot number.

4. If a player cannot match from the dominoes he has chosen, he draws from the pile until he finds a domino that will match. After the pile is all used, a player who cannot match must miss his turn. The one who first plays off all his dominoes wins the game. If the dominoes are left and cannot be matched, the player with the lowest number of dots wins.

THEME: Heritage, Festival

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Building a Colonial Town

TYPE OF ACTIVITY: Art Project

OBJECTIVE: The children will experience planning a village and better understand colonial living as a result of doing this project.

BACKGROUND INFORMATION: By looking through books on colonial living, the children can see what the buildings, roads, and general environment of a colonial town was like.

MATERIALS AND RESOURCES:

Scissors, paper, paste (and other odds and ends)

Fowler, Mary Jane and Fisher, Margaret. Colonial America. Grand Rapids: Fideler Company, 1967.

Tunis, Edwin. Colonial Craftsmen.

Tunis, Edwin. Colonial Living. Cleveland: World Publishing, 1957.

Tunis, Edwin. The Young United States. New York: World Publishing, 1969.

PROCEDURE: (suggested time allotment several 45-60 minute periods)

1. Let the children look through books and read about colonial towns and study the illustrations.

2. Show them how to make basic paper shapes.

   a. Preliminary

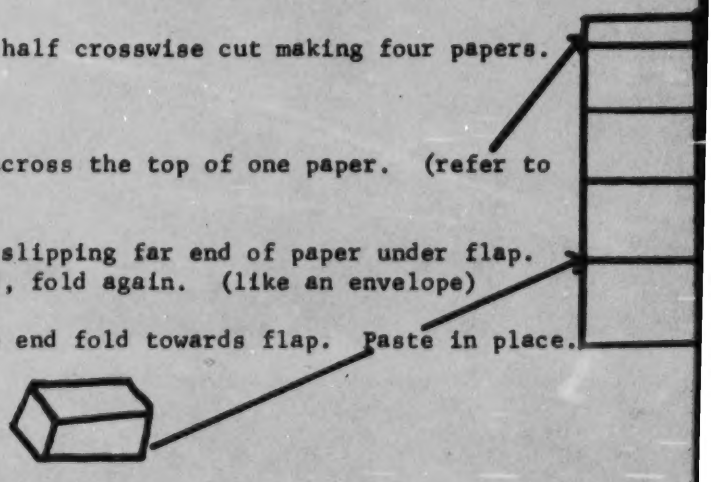
      1. Fold both papers in half crosswise cut making four papers.

   b. Square Prism

      1. Fold a short piece across the top of one paper. (refer to this as the flap)

      2. Fold paper in half, slipping far end of paper under flap. Keeping paper folded, fold again. (like an envelope)

      3. Open paper, bend the end fold towards flap. Paste in place.



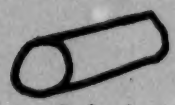
PROCEDURE: (cont'd)

c. Triangular Prism

1. Same method except cut off the bottom section, leaving three sides.

2. Paste

d. Circular Prism or Cylinder

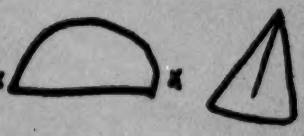


1. Roll one of the pieces of paper on edge of desk and paste.

e. Cone

1. Cut 1/2 circle.

2. Hold both sides of the straight edge at X and bring together to form cone.



f. If time allows, let children experiment in building things from the shapes.

3. Decide on a size for the houses, allowing for some variety. Let the children make trees, buildings and other parts of the town. Encourage them to use their imagination. For instance, bark and pebbles can be glued to the walls and twigs can be used in different ways.

4. With the class discuss the layout for the town. Put the community together on a cardboard base showing roads, streets, etc. with paint or other materials.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Tom-Toms

TYPE OF ACTIVITY: Making a Tom-Tom

OBJECTIVE: To make a musical instrument used by the Indians and to decorate the tom-tom with Indian motifs.

BACKGROUND INFORMATION: Tom-toms were the Indian's drums. They were originally hollowed out of logs with animal hides stretched over the ends. The drums were used in dances to define the rhythm. They were also used in signalling.

MATERIALS AND RESOURCES:

1. Large fruit cans with tops and bottoms removed
2. Large construction paper
3. Scissors
4. Paste
5. Masking tape
6. Leatherette
7. Leatherette lacing (guimpe)
8. Small pieces of construction paper

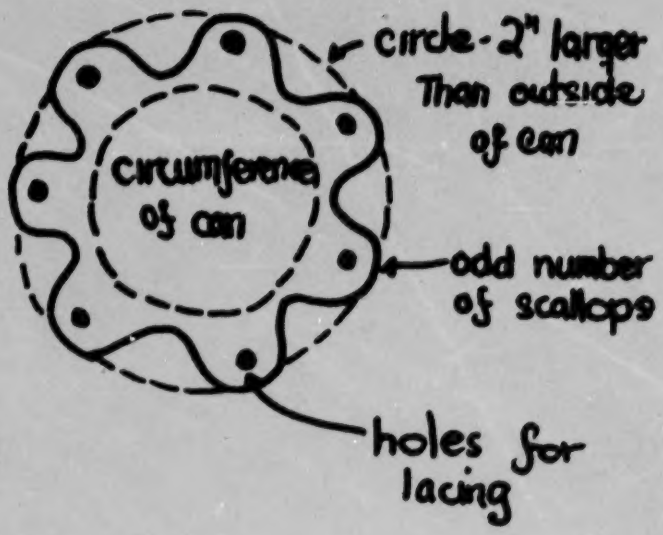
PROCEDURE:

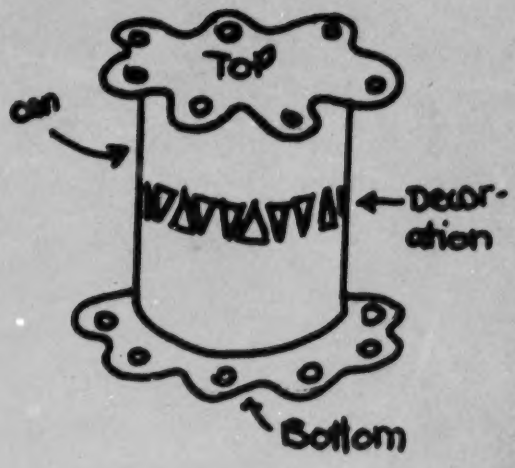
1. Make pattern for top and bottom.
2. Cut two patterns out of leatherette (see procedure in leatherette vests).
3. Punch holes
4. Using large (24" x 36") construction paper and masking tape, cover the sides of the can.
5. Around the center of the circumference paste Indian symbols and designs cut from the smaller construction paper.
6. Place top and bottom on either side of decorated can. Line up scallops.

PROCEDURE: (cont'd)

7. Use guimpe lace loosely.

8. Slowly pull lacing to tighten evenly. Tie extra ends in double bow.





THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Loyalists vs. Sons of Liberty

TYPE OF ACTIVITY: Discussion

OBJECTIVE: The children will discover that people are loyal to different things.

BACKGROUND INFORMATION: The Sons of Liberty were on the side of complete independence. The Loyalists wanted to remain a part of England.

MATERIALS AND RESOURCES:

Clarke, Clorinda. The American Revolution. New York: McGraw-Hill, 1967. (British View)

PROCEDURE: (suggested time allotment one hour)

1. Divide the class into groups. Tell half of the group they are Loyalists. The other groups are Sons of Liberty. Have them develop reasons for being on the side of independence or for remaining loyal to the British.

2. Share the results in a debate, or a discussion. List the arguments for each.

3. Discuss how our lives would be different if we were still a part of England.

4. Discuss how the world and history might be different.

00146

THEME: Heritage and Horizons

SUBJECT AREA: Social Studies/ Language Arts

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Time Capsule

TYPE OF ACTIVITY: Committee Work

OBJECTIVE: The student will give consideration to their heritage through a gathering of colonial relics.

BACKGROUND INFORMATION: A time capsule is a vaulted collection of present day artifacts prepared for posterity.

MATERIALS AND RESOURCES:

Two large boxes

PROCEDURE:

1. Divide class into two groups; one to develop a capsule that could have been prepared during Revolutionary Times; the other to develop a capsule from today for the future.

2. Included in each capsule might be a flag, maps, coins, letters, pictures or illustrations of modes of travel, clothing, and careers, and industry, as well as household items and documents on customs.

3. Through discussion have the children decide why the various items were included. The children may write in story form what could be learned by someone opening the time capsule prepared by their group.

VARIATIONS AND MODIFICATIONS:

1. Switch groups and repeat number three.

2. Discuss patriotic values and ideals such as loyalty, pride, honesty, citizenship, obedience, industry, and love of country of the people striving for independence during the Revolution. Discuss the prevalence of these values today. Discuss how these values can be strengthened and what new values and ideals might be present in the future.

THEME: Festival

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Colonial Fashion Show

TYPE OF ACTIVITY: Role Playing

OBJECTIVE: Students will make their own costume or dress of this period and describe it to an audience.

BACKGROUND INFORMATION:

New England clothing was sober and restrained, even the wealthy wore little in the way of ornament. The elders controlled the mode of dress. But in the second half of the century, more and more people wore clothes that copied the fashions of London.

Men wore jerkins, which were sleeveless pullovers, with a short slit at the front of the neck. Doublets were of double thickness, opened all the way down the front and fastened with hooks-and-eyes, loops, or points. Leather breeches were baggy and tied below the knee. The stockings below the breeches were knitted from wool or tailored from cloth or leather. In cold weather the settlers wore cloaks or cassocks. The cassock was a loose smocklike affair with sleeves. Caps were wore, each man had two. One was the flat "city" cap, high at the rear, with short brims in front and turned-up flaps at the back and sides that could be pulled down to cover the ears. On their feet men wore wooden-soled clogs over their shoes.

Children were dressed exactly like their elders. Both boys and girls wore "petticoats", "Pinners" (aprons), and "hanging sleeves".

Women's skirts were called petticoats, sometimes they wore one over another. The bodice looked like an outside corset, laced front and back. A woman's riding hood was really a hooded cape, usually scarlet in color. House slippers were made of felt and slipped on. Women and children wore clogs but preferred pattens. Pattens had wooden soles and were worn over other shoes, but they had a back at the heel and a strap across the instep. The entire sole was elevated an inch or so above a flat iron ring that was in contact with the ground. They were hard to walk in, so loose canvas boots with short tops and wooden soles were worn at the end of the seventeenth century.

The clothes for the southern colonies were very dressy. Men's coats were knee-length with a straight-up-and-down tunic, imitating the clothes of the Persians. Wigs of the weirdest fashions were worn. Periwigs were a "full-bottomed", shoulder length wig arranged in ringlets. They came in

BACKGROUND INFORMATION: (cont'd)

all sorts of colors, shapes, and materials.

Southern women wore basically the same clothes as the northern women. They wore a frizz of "bull's head" curls across their foreheads, and went masked in public.

Southern children wore petticoats, pinners, and hanging sleeves, like the Puritan children. The materials were different. They used velvet and silk with a large amount of needlepoint ornamentation.

MATERIALS AND RESOURCES:

Tunis, Edward. Colonial Living. Cleveland: The World Publishing Company, 1957.

Costumes of this time period and pictures of their dress.

PROCEDURE: (suggested time allotment several weeks)

1. Show pictures of dress styles and discuss.
2. Have students choose the type of dress they would like to make.
3. Make the costumes. (parent volunteers could be used to assist)
4. Have children write a narration describing costume.
5. Practice for a fashion show using music for a background and narrators.
6. Present the fashion show to parents or another class.

VARIATIONS AND MODIFICATIONS:

1. Make drawings in place of costumes, or overhead transparencies.
2. Make this a school wide program.
3. Plan and carryout a Colonial Ball.
4. Present the children's work at PTA.
5. Make a mobile of models of costumes.
6. Paper dolls with costumes.
7. Paper mache of costumes.
8. Silhouettes of costumes.

VARIATIONS AND MODIFICATIONS: (cont'd)

9. Make clothespin dolls and dress them in period attire.

10. Make life size figures of the children by tracing their outline on butcher paper. Then let the children design their own colonial outfit and color it or paint it.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Colonial Furniture and Utensils

TYPE OF ACTIVITY: Learning Center and Discussion

OBJECTIVE: The children will discover what colonial people used in place of our modern conveniences.

BACKGROUND INFORMATION: Examples of items to show; reference given where possible.

warming pan; Tunis, p. 35.
wooden trencher; Tunis, p. 39.
fire scoop; Tunis, p. 41.
sifter; Kovel, p. 242.
dough box; Kovel, p. 212.
dry sink; Kovel, p. 211
apple peeler
butter churn
butter mold; Kovel, p. 245
toaster; Kovel, p. 244

MATERIALS AND RESOURCES:

Pictures may be taken from:

Kovel, Ralph and Terry. American Country Furniture 1780-1875. New York: Crown Publisher, 1965.

Tunis, Edwin. Colonial Living. Cleveland: World Publishing, 1957.

Opaque projector if needed.

PROCEDURE: (suggested time allotment - depends on number of items discussed)

1. Show pictures, antiques, or reproductions of colonial furniture, and utensils. Give the children time to study each and write down what they think it is or what it was used for.

2. Discuss the guesses, perhaps deciding on the best guess when they all seem to be different. Find out what the item really is and how it was used. Discuss how life has changed, why we no longer use this object, and what has taken its place.

VARIATIONS AND MODIFICATIONS:

1. Have a resource person, perhaps from an antique shop, speak about unusual items, or customs.

2. Visit an antique shop that has many unusual items.

3. Make a reproduction of a three-legged stool or some other item.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Early American Flags

TYPE OF ACTIVITY: Research

OBJECTIVE: The children will discover why flags are used and become familiar with some early flags used in America.

BACKGROUND INFORMATION:

Crouthers, David D. Flags of American History. New Jersey: C. S. Hammond and Company, 1962.

Flags have been an important element in American history since the first days of European exploration. A great number of local flags, over a limited area, were used in the New England colonies. The Endicott Flag, which took its name from a colonial governor, John Endicott of Salem, Massachusetts, is an example. Local areas joined together and formed cavalry troops. There was a flag called the Three County Troop Standard from the three Massachusetts counties: Suffolk, Middlesex, and Essex. Colonial merchant vessels flew a number of different ensigns. The Union Flag, or more colloquially, the "Union Jack", was put in the upper corner near the staff of other flags.

The Revolution gave rise to a large number of flags, most of which had naval or military associations. Some of these flags were:

1. The Commander-in-Chief's Personal Flag, flown at Valley Forge.
2. Life Guard, the personal guard for George Washington.
3. Washington's Cruisers, Washington fitted out a squadron of six warships at his own expense.
4. Rhode Island Flag, troops adopted a blue and white banner, which is the basis for the present state flag and bears the famous motto "Hope".
5. Continental Flag, uses a version of the Red Ensign with a green New England pine tree substituted for the Union Flag in the canton (believed to be carried at the Battle of Bunker Hill)
6. Bunker Hill Flag, another flag believed to be carried at the battle uses as its base the British Blue Ensign with the pine tree in the canton.

BACKGROUND INFORMATION: (cont'd)

7. Grand Union Flag, the need for one flag to be used by the American forces and by the navy was apparent, to serve this need the Grand Union Flag was adopted.

8. Rattlesnake Flag, naval ensign which became a distinctive symbol of the American cause and appeared with the motto "Don't Tread on Me".

9. Continental Navy Jack, used a crawling rattlesnake on a field of red and white stripes.

10. Gadsden Flag, another rattlesnake flag was presented to the Continental Congress by Colonel Christopher Gadsden of South Carolina, used on warships as the captain's personal flag, the snake is coiled and menacing on a yellow field.

11. South Carolina Navy, a snake traveling across a field of red and blue stripes was used for a time.

12. Liberty Tree Flag, was flown by a patriot organization called the Sons of Liberty.

13. Linked Hand Flag, was used by the people of the seaport town of Newbury, Massachusetts.

14. Taunton Flag, used the British Red Ensign and added the word "Liberty".

15. Bennington Flag, used at the Battle of Bennington which helped to disrupt the British invasion of New York from Canada, was an elaborate version of the Stars and Stripes.

16. New York Ensign, used on its ships, bears a beaver on a white field to show the importance of fur trading.

17. Third Maryland Regiment, carried at the Battle of Cowpens in South Carolina, was similar to the Stars and Stripes.

18. Culpepper Flag, carried by the Virginia militia force.

19. Guilford Flag, an example of the lack of uniformity in the designing of flags, each local group made its own decision as to the flag to be used as its standard.

20. Revel Flag, designed by Ben Franklin and used by John Paul Jones.

21. Merchant Flag, privateers and merchantmen used a different ensign from the naval war vessels.

22. Stars and Stripes, was adopted on June 14, 1777, and was the first true American flag. There are many more local flags used during this period.

MATERIALS AND RESOURCES:

Reference: Quaife, Milo M., Weig, Melvin F., and Appleman, Roy E. The History of the United States Flag. New York: Harper and Row, 1961.

Resource Center:

Our American Flag (Oxford Films) (8 min., color) F797 - Level 3 - U7
The Meaning of the Pledge of Allegiance (Osford Films) (10 min., color) F796 - Level 3 - U7
American Flag: The Story of Old Glory (EBF) (14 min., color) F275 - Level 3 - U7
Patriotism (Oxford Films) (lo min., color) F799 - Level 3 - U7
Parade, Parade (Fourth of July) (Oxford Films) (11 min., color) F798 - Level 3 - U7
Pledge of Allegiance (Oxford Films) (7½ min., color) F800 - Level 3 - U7
Pledge of Allegiance (Pyramid Films) (6 min., color) F656 - Level 3 - U7
What Liberty and Justice Means (Churchill, 10 min.,) F690 - Level 3 - U7, Level 4 - U5
Our American Flag (3M Company, 22 transparencies) M343 - Level 3 - 47

Pictures of the flags.

PROCEDURE: (suggested time allotment several weeks)

1. Show pictures of several flags and have a discuasion (color, shape, purpose).
2. Have children draw a picture of one.
3. Continue until you have discussed all the flags.

VARIATIONS AND MODIFICATIONS:

1. Stitch a flag.
2. Make a gravel mosiac of some flags.
3. Discuss the Pledge of Allegiance.
4. Make a flag mobile.
5. Design a flag for the future.
6. Study the proper ways to display the flag and show respect for our country.

THEME: Heritage, Horizons

SUBJECT AREA: Social Studies, Language Arts

GRADE LEVEL: 5-8

NAME OF ACTIVITY: A Look At Our Flag

TYPE OF ACTIVITY: Learning Center

OBJECTIVE: Upon completion of this center, the student will be able to:

1. Depict a flag of a given time in the Revolutionary Period and *explain why the flag was so designed.

2. Make a flag of his own design which will show his idea of what a future flag change will depict and *explain his reason for the design he chose.

BACKGROUND INFORMATION: This activity will help the student understand the changes which effected our flag in its progression to the present.

MATERIALS AND RESOURCES:

1. Materials

   a. Construction paper
   b. Scissors
   c. Colored pencils - crayons
   d. Tape recorder
   e. 16 mm projector
   f. One overhead

2. Resources (resource center)

   F275 American Flag: Story of Old Glory (14 min.)
   F797 Our American Flag (8 min.)
   M343 Our American Flag (22 transparencies)
   Books: (Ex: Evans, I. O. Flags of The World. New York: Grosset and Dunlap, 1970.) Good Source
   Wall Chart: Illustrated Chart of American Flag. New York. Book Enterprise, Inc.

PROCEDURE: (suggested time 3-50 minute classes)

1. Prepare learning centers with equipment and directions. (Note: select relevant transparencies rather than use all of the 22 in the set.)

2. Introduce the learning center by directing the following questions to the students with some discussion to assure their knowing what is expected.

PROCEDURE: (cont'd)

a. Did the flag designs necessarily reflect a change in attitudes or beliefs? Explain your answer.

b. Does the present day flag represent the attitudes and beliefs of America today?

c. What attitudes and beliefs are reflected in the flag which you made for the future.

3. Students should be expected to complete two of the four stations which they choose plus be required to do station D.

a. Look and See - view one of the available films.

b. Laying it On - view the transparencies.

c. Seek and Find - using a resource book to gather information.

d. Getting it Finished - making the flag of the future.

e. Tell It Like It Is - a station for taping comments to be made regarding their opinions of the changes.

VARIATIONS AND MODIFICATIONS:

(*) Based on the child's level of ability, the teacher may choose to have response written, taped, or orally presented.

Time period for completion could be adjusted to the teacher's own lesson plan.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Time Line

TYPE OF ACTIVITY: Learning Center

OBJECTIVE: Children will organize certain historical events into a time sequence in order to make history more meaningful.

BACKGROUND INFORMATION: Pertinent dates of the Revolution as discussed in class, such as the following: (see also Appendix)

Boston Massacre - March 1770
Boston Tea Party - Dec. 16, 1773
Lexington and Concord - April 19, 1775
Declaration of Independence, July 4, 1776
Washington Crossing the Delaware - Dec. 25, 1776
Surrender at Yorktown - Oct. 17, 1781

MATERIALS:

Teacher-made timeline
Illustrated discs with dates

PROCEDURE:

1. Student places discs onto the timeline according to the date of event (self-correcting by numbering the backs of the discs).

VARIATIONS AND MODIFICATIONS:

1. Research one event and write a few paragraphs about it, taking the British point of view.
2. Using the discs alone, place them in chronological order.
3. Choose an important date or event and make a cartoon with caption.
4. Make a time line for your family's history, including all important events.
5. Make a time line of your life.

THEME: Festival, Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Papier-maché Liberty Bell

TYPE OF ACTIVITY: Project

OBJECTIVE: The child will construct a papier-maché liberty bell as a way of gaining appreciation for a symbol of our liberty.

BACKGROUND INFORMATION:

The Liberty Bell is found in Independence Hall, Philadelphia, Pennsylvania. It weighs 2,080 pounds, and it cost 60, 14 shillings, and 5 pence. The inscription reads: "Proclaim Liberty throughout all the Land unto all the Inhabitants thereof. Lev. XXV 10." The first bell was cracked by a stroke of the clapper while it was being tested. Three Liberty Bells were constructed; the first cracked, the second was defective, and the third was hung in the State House in 1753. The most famous occasion for the ringing of the bell was July 8, 1776, when the Declaration of Independence was signed.

In September 1777 the bell was removed and placed beneath the floor of the Zion Reformed Church in Allentown, Pennsylvania, to prevent its capture by the British troops. It was replaced on June 27, 1778. After it was rung to announce the proclamation of peace on April 16, 1783, it was known as the Independence Bell. It rang for every festival and anniversary until July 8, 1835. On that date it cracked as it was being tolled for the body of Chief Justice John Marshall. It was repaired. It received the name of Liberty Bell during the antislavery movement of 1839. It cracked beyond repair after tolling for George Washington's Birthday in 1846! It now hangs in Independence Hall.

MATERIALS AND RESOURCES:

Wheat paste	Water
Bowls	Paper cup
Newspaper	*Instant Papier-maché (Bobby's Hobby Lobby)
Paint	Picture of the bell

PROCEDURE: (suggested time allotment several days)

1. Use a paper cup as the basic form for the bell. Use a tissue or small ball of newspaper on top of cup for the top of the bell.

2. Mix wheat paste and water in a bowl (or use Instant Papier-maché)

PROCEDURE: (cont'd)

3. Cover cup with strips of newspaper dipped in the wheat paste mixture until the shape of the bell is formed.

4. Allow the bell to dry thoroughly.

5. Paint the bell.

VARIATIONS AND MODIFICATIONS:

1. Dioramas of symbols of liberty.

2. Papier-maché soldiers flags cannons and cannon balls.

3. Have children discover stories about the liberty bell.

4. Field trip to Philadelphia to see the Liberty Bell at Independence Hall.

THEME: Heritage, Festival

SUBJECT AREA: Social Studies
Art

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Historical Mural

TYPE OF ACTIVITY: Social Science Project

OBJECTIVE: To give the children the experience of illustrating an event of colonial history and contributing to a large mural.

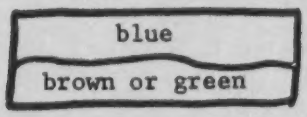
MATERIALS AND RESOURCES:

Long piece of paper
Chalk
Paint
Crayons
Construction paper
Scissors
Paste

PROCEDURE: (suggested time allotment two days - 1 hour each)

First day:

1. Paint the background



2. Decide on the mural theme.

3. Give each child a large piece of paper on which to draw his picture. Color each picture brightly and boldly.

Second day:

4. Have the children cut out figures from their pictures to paste on the background. Large figures go in the foreground, and the smaller they are, the farther back they go.

5. Anything found missing can be drawn and pasted on.

THEME: Festival

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Flagmaking

TYPE OF ACTIVITY: Recreating a Colonial Flag

OBJECTIVE: To familiarize the children with the flags of the Colonial Period. To make their own flag.

BACKGROUND INFORMATION: The early colonists used the flags of the countries which governed the original settlements. Eventually they were united under British rule and the British Union Flag became universal. When the colonists rebelled, one of the first symbols to rally under was a new flag. These flags were regional and spontaneous in origin. Some of them used the British Flag as their basis and others were entirely original.

MATERIALS AND RESOURCES:

Felt
Scissors
Elmer's glue
Straight edge
Pencil

PROCEDURE:

1. Have children look up Colonial Flags.
2. Show examples of Flags.
3. Discuss reasons and background of individual flags.
4. Choose flags.
5. Cut pieces.
6. Glue in place.

THEME: Festival

SUBJECT AREA: Social Studies

GRADE LEVEL: 1, 2, & 3-5

NAME OF ACTIVITY: Clothespin Dolls

TYPE OF ACTIVITY: Making a Colonial Doll

OBJECTIVE: To make a toy used by colonial children.

BACKGROUND INFORMATION: Early American dolls, especially in the rural areas were very simple. Dolls were not a necessity and the settlers were concerned with the more important aspects of survival.

MATERIALS:

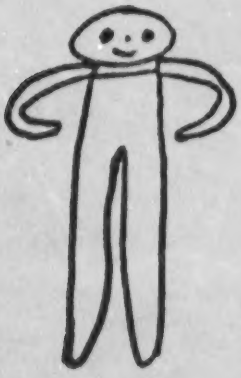
Wooden clothespins with round heads
Scraps of materials and yarns
Magic marker - thin tips
Glue
Pipe cleaner 6" long

PROCEDURE:

1. Paint face on round top with magic marker.
2. Twist pipe cleaner around clothespin near top for arms and glue in place.
3. Glue yarn on head for hair.
4. Cut material for outfit.

VARIATIONS AND MODIFICATIONS:

1. Can be used for historical costumes.



THEME: Festival

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Apple Dolls

TYPE OF ACTIVITY: Making Doll of Dried Apples

OBJECTIVE: To make a toy of the colonial era.

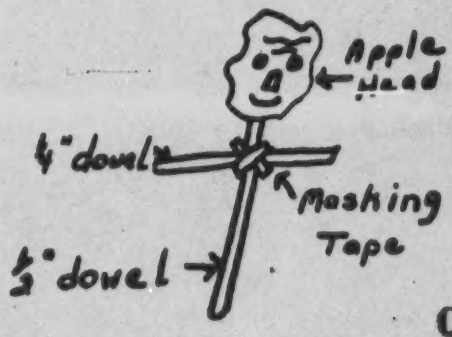
BACKGROUND INFORMATION: See clothespin dolls.

MATERIALS:

One medium sized cooking apple
One dowel - ½" diameter - 12" long
One dowel - ¼" diameter - 8" long
Masking tape
Large scraps of cloth, yarn, and lace
Undiluted lemon juice
Two whole cloves

PROCEDURE:

1. Peel apple.
2. Select a place for the nose. Make deep cuts on the sides of nose area and underneath.
3. Make a deep cut for mouth, curving up or down for expression.
4. Shape chin, add wrinkles in forehead.
5. To preserve, soak in lemon juice for one hour.
6. Run a wire through the core and hang to dry. Make sure nothing is touching the apple and it is hung in a warm, well-ventilated place.
7. When dry insert cloves in place for eyes. (It will take at least a month to dry.)
8. Use larger dowel for body and take thinner dowel and tape in place for arms. Insert large dowel in head and glue.



00163

PROCEDURE: (cont'd)

9. Dress doll according to the Revolutionary Period.

VARIATIONS AND MODIFICATIONS:

1. This makes a very good stick puppet.

THEME: Festival

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Leathercraft

TYPE OF ACTIVITY: Making a Vest

OBJECTIVE: To make a useful article of clothing using materials similar to those of the Indians. To make an article of clothing in an Indian style.

BACKGROUND INFORMATION: Indians used materials which they found in their environment for their clothing. One of their chief methods of food gathering was hunting. The hides of the animals provided leather for their garments. Because leather is hard to sew and does not drape (move fluidly), the garments had to be simple and have a minimum of seams. The decorations were made from nature's materials, too. The Indians used pine needles, porcupine quills, seeds, beads and shells as ornamentations.

MATERIALS AND RESOURCES:

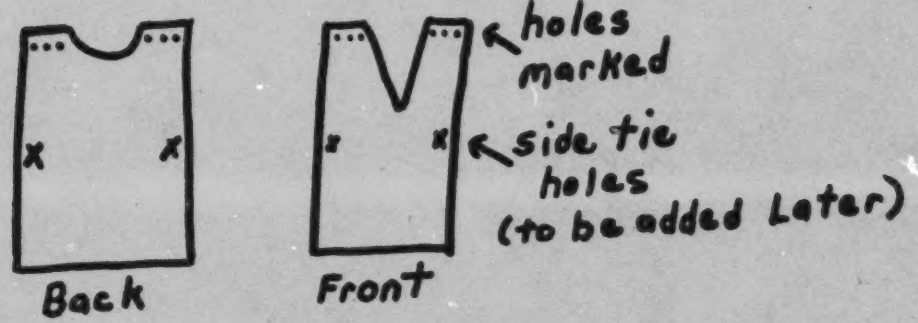
Leatherette (available free from the Westminster Shoe Company)
Heavy scissors
Patterns
Lacing material (guimpe or rug yarn)
Rubber cement
Leather hole punches
Chalk

PROCEDURE:

1. Discuss Indian life and their relationship to their environment.

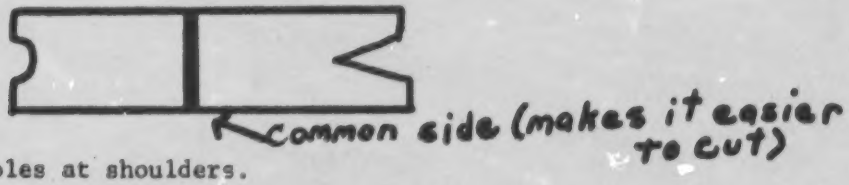
2. Show vests and discuss how they are made.

3. Have patterns ready to use. (Patterns are made from 18" x 24" Bogus Paper. Fit onto medium size child. Make sure to cut V-neck in front so the vest can slip over the head easily.)



PROCEDURE: (cont'd)

4. Show how to fit pattern onto leatherette. Use leatherette wrong side up. Mark in chalk. Make sure to mark hole placement for lacing. Remove pattern and cut.



5. Punch holes at shoulders.

6. Meanwhile fringe bottom. Draw line across bottom at least four inches up. Draw vertical lines about ¼" apart along bottom. Use chalk and mark on the wrong side. Cut fringe carefully.

7. Lace shoulders like a shoe starting from the neck edge. At the shoulder edge tie extra ends in a double bow. Tie knot on each end to prevent pulling out.

8. Try on and mark for side ties at waist. Tie a separate string in each hole. Knot each tie on both ends.

9. Using rubber cement decorate with leather applique. The rubber cement should be applied to the back of the applique and the place on the vest where it is to be applied. Allow each piece to dry separately. After they are dry, carefully place applique on vest.

VARIATIONS AND MODIFICATIONS:

1. The vest can be laced on the sides and slit down the front.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Map of Revolutionary Times

TYPE OF ACTIVITY: Map Skills Learning Station

OBJECTIVE: The student will locate geographical places on a map of the 13 original colonies.

BACKGROUND INFORMATION: Knowledge of basic map skills.

MATERIALS AND RESOURCES:

Dittoed map of the 13 original colonies, assorted resource maps.

PROCEDURE:

1. Place the following places on a map of the original 13 colonies.
2. Check your completed map with the answer key.
3. Color your map when completed.

Atlantic Ocean
Chesapeake Bay
James River
Potomac River
Lake Ontario
Lake Erie
Connecticut
Massachusetts
New Hampshire
Rhode Island
New York
New Jersey
Delaware
Pennsylvania
Maryland
Virginia
North Carolina
South Carolina
Georgia
Richmond
Yorktown
Trenton
Saratoga
Boston
Concord
Long Island
New York City (New Amsterdam)
Philadelphia
Valley Forge
Fort Ticonderoga
Saint Lawrence Seaway

VARIATIONS:

1. Make a salt-flour paste map and paint when dry.
   Salt-flour recipe: 1 part salt, 1 part flour, 1 part water - mix together.
2. Make a map showing the resources of the 13 colonies. Discuss how

VARIATIONS: (cont'd)

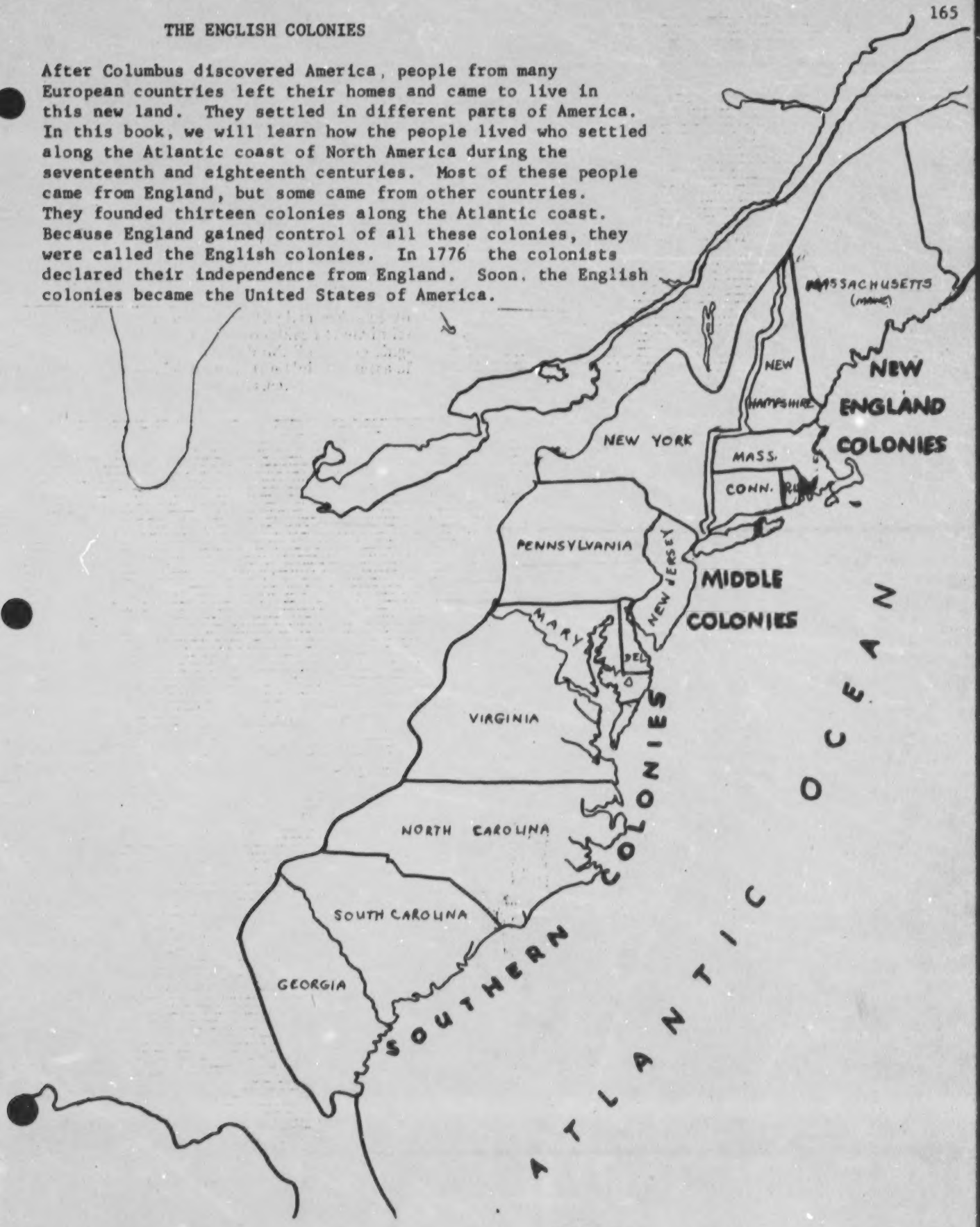
these resources were used by the colonists; how they are used now and how they may be used in the future. Ideas of conservation can be an outgrowth of this variation.

Reference see:

Brandwein, Paul F. The Social Sciences, Concepts and Values. New York: Harcourt, Brace, and World, 1970.
(Green) 3rd Grade level, p. 171, Children's book, or p. 186 teacher's manual.

THE ENGLISH COLONIES

After Columbus discovered America, people from many European countries left their homes and came to live in this new land. They settled in different parts of America. In this book, we will learn how the people lived who settled along the Atlantic coast of North America during the seventeenth and eighteenth centuries. Most of these people came from England, but some came from other countries. They founded thirteen colonies along the Atlantic coast. Because England gained control of all these colonies, they were called the English colonies. In 1776 the colonists declared their independence from England. Soon, the English colonies became the United States of America.



THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 6-12

NAME OF ACTIVITY: The Patchwork Quilt

TYPE OF ACTIVITY: Art Project

OBJECTIVE: To acquaint children with the patchwork quilt, an example of American folk art, that was developed in colonial times.

BACKGROUND INFORMATION:

For the early settlers needlework was necessary and practical. Cloth was scarce and patching was needed. The New England climate demanded warm clothing and bedding. Quilting developed as a way of producing warm covers for the bed. The scarcity of cloth led to the art of patchwork which became an important part of American needlework.

During the latter part of the 18th century the patchwork quilt developed. At first the pieces were sewn directly onto a fabric background, a tedious process. The practice of piecing together squares and joining them together to form the quilt top was found to be easier. The guilt top was then placed on a fabric backing with wool, cotton, or other warm materials between. The practice of stitching or quilting over the entire surface secured the layers together and kept the lining evenly distributed when in use.

Quilting became a social event for the colonial woman, who had little time for visiting. From seven to twelve women could finish quilting several quilts in a day. Frames were designed to hold the layers together while the stitching or quilting was done. The quilting party was usually held in a church vestry or grange hall. In the evening the men joined the women for a feast and fun.

The designs of the patchwork were geometrical and the quilting patterns were stenciled on with charcoal. The women prided themselves on the stitching as well as the artistic designs of the patchwork.

Since it was easier to seam two straight edges the geometric designs evolved along straight lines running laterally or diagonally or emanating radially from a central point. Thousands of designs with fanciful names were produced. One pattern might have different names in various regions or one name might be given to several different patterns. The practice of giving "friendship squares" to neighbors and friends resulted in quilts which included several designs.

BACKGROUND INFORMATION: (cont'd)

Some of the early patterns were called:

Bear's Paw
Hand of Friendship
Flying Geese
Birds in the Window
Rose of Sharon
Cats and Mice
Jacob's Ladder
Road to California
Young Man's Fancy
Jack-in-the-Pulpit
Hearts and Gizzards
Star Patterns (many different)
Duck Feet in the Mud
Hens and Chickens
Stepping Stones
Delectable Mountains
Flying Butchman
Turkey Tracks
Drunkard's Path
Robbing Peter to Pay Paul
Philadelphia Pavement
Chimney Swallows
Rolling Stones

MATERIALS AND RESOURCES:

Several patchwork quilts
Some quilt patches
Pictures of quilts
Pictures of quilting bees
Colored construction paper
Scissors, rulers, paste
White paper (15" sq.)
List of pattern names

PROCEDURE:

Display the quilts, patches, and pictures. Have the children examine them and then give their ideas as to:

1. What they are
2. What they are made of
3. How they were put together
4. Why they were needed
5. Why the pieces were so small
6. How long it took to make them
7. Etc.

Many children will be able to talk about the quilts they have at home or that they have seen quilting at grandmothers, etc.

Let the children construct a quilt square (patchwork) using the art materials. They may work in pairs, alone, or in small groups. They may copy a pattern or develop one of their own. Each pattern may be labeled or given a name. The size of the squares should be uniform (12" x 12"). The pieces can be pasted on the white paper. The finished designs may be mounted on the bulletin board in the form of a quilt.

VARIATIONS AND MODIFICATIONS:

1. Visit a quilting bee in a local church or _____ if it is possible.

2. Invite a member of the community to share their knowledge of quilting with the children.

3. Some children may wish to make a quilt square from scraps of material either at home or in their spare time at school.

4. Set up a learning center for creating designs or making quilt squares.

5. If enough squares are made the class might like to assemble a class quilt. Quilting might be possible.

6. Plan a math lesson in geometry that will correlate with the study of quilts.

HISTORICAL CHRONOLOGY OF THE REVOLUTIONARY PERIOD

1763

February 10	Treaty of Paris ends Seven Years' War giving Britain and Canada all of the present territory of the U. S. east of the Mississippi, except New Orleans.
July	Rockingham succeeds Grenville as Prime Minister.
October 7	Proclamation of 1763 bars settlement west of the Alleghenies.
May - November	Pontiac's Rebellion - Western Indian Rebellion.

1764

April 5	Passage of Sugar Act - Continued previous tariffs on sugar imported into the colonies, duties on textiles, Madeira wine and molasses. Navy is used to enforce trade laws.

1765

March 22	Stamp Act approved - "taxation without representation".
March 24	Quartering Act passed - required colonies to provide quarters for British troops or billet in private homes.
May 30	Stamp Act Resolutions in Virginia - Patrick Henry's resolution stated that Virginians were not obligated to obey laws or pay taxes not passed by the Assembly.
August 15	Locals force resignation of stamp-tax collector in Massachusetts.
October 7-25	Stamp Act Congress meets - the first intercolonial assembly whose acts were ratified by most of the colonies.

1766

March 18	Stamp Act repealed.
	Declaratory Act passed - reasserted Parliament's total authority over the colonies.
July	William Pitt succeeds Rockingham as Prime Minister.

1767

June 29	Townshend Acts passed - duties on importation of paper, paints, lead, glass, and tea; revenues from which would be used to pay salaries of governors, judges, and other officials, thus freeing them from the financial control of the local assemblies.

00173

1767

November	"Letters from a Farmer in Pennsylvania" - John Dickinson, a Pennsylvania lawyer, protests in laymen's language against the Townshend Acts, calls them violations of English law and tradition and urges colonists to resist.

1768

February 11	Massachusetts Circular Letter on Townshend Acts - Massachusetts House passes first resolution condemning the acts and sends copies to other colonies urging united action.
May thru Fall	Nonimportation agreements - Led by the Virginia House of Burgesses, one colony after another, with very few exceptions, forbids imports from Great Britain.

1769

May 16	Virginia Resolutions attacking Townshend Acts.

1770

February	Lord North becomes Prime Minister.
March 5	Boston Massacre - British soldiers fire on an unruly mob, killing 5.
April 12	Townshend Act duties, except tea, repealed.

1771

May 16	Battle of Alamance Creek - Governor Tryon's militia defeats poorly led backwoods "regulators" of North Carolina under James Few and others.

1772

June 9-10	Gaspee Incident - British revenue cutter Gaspee aground in Narragansett Bay, Providence, Rhode Island; set afire during the night by John Brown and others.
November 2	Massachusetts Committee of Correspondence organized by Samuel Adams and Joseph Warren.

1773

May 10	Tea Act passed to assist financially the East India Company by giving the company a monopoly of the tea trade to America. Tea Act continued the three pence tax on tea begun by the Townsend Act.
December 16	Boston Tea Party - a group of 50-60 men led by Samuel Adams, all dressed as Indians, boards the merchant ship and throws the tea overboard.

1774

March 25	Boston Port Bill - first of the "coercive" or "intolerable" acts passed by the House of Commons. The bill closed the Boston Port to all trade.
April 22	The London Incident - a New York mob boards the ship London and throws the tea cargo overboard.
May 20	Massachusetts Government Act and Administration of Justice Act - reorganized the Massachusetts colony's government so that major officials would be appointed by the King, lesser officials would be appointed by the Governor, and town meetings were forbidden except once a year to elect purely local officials.
May 26	The Virginia House of Burgesses is dissolved by Governor Lord Dunmore.
June 2	Quartering Act - revived earlier laws requiring colonies to provide quarters for British troops and requiring billeting of troops in private homes if other quarters were not available.
June 22	Quebec Act - Continued French pattern of government in Canada. Boundaries included all land north of the Ohio River; French law was to be used, i.e. trial without jury and religious freedom guaranteed to Catholics.
September 5	First Continental Congress convenes in Philadelphia - Meeting was called for by Virginia and Massachusetts. All of the colonies sent representatives except Georgia. Peyton Randolph was elected President of the Convention.
September 9	Suffolk Resolves - (Suffolk County is the area in which Boston is located) rejected the "Coercive Acts" "as the attempts of a wicked administration to enslave America." However, loyalty to the King was reaffirmed.
October 10	Battle of Point Pleasant - Col. Lewis defeats the Shawnees under Chief Cornstalk and brought an end to Dunmore's War.
October 14	Declaration of Rights and Grievances - Included 12 resolutions which highlighted the rights and grievances of the colonies. The resolutions stated that Americans' rights included life, liberty and property as secured by the British constitution, and taxation by their own representative assemblies.
October 18	Continental Congress adopts the "Association", the major terms of which included: 1) no imports from Britain after December 1, 1774, 2) no exports to Great Britain after September 10, 1775, 3) ban on the import of slaves after December 1 1774, and 4) ban on the import of East India Company tea immediately. The Association called for committees of enforcement in each county and penalties were provided for its violation.

October 26	First Continental Congress adjourns.
December 14	Patriots seize Fort William and Mary at Portsmouth, New Hampshire.
December 22	"Tea Party" at Charleston, South Carolina.

1775

March 10	Daniel Boone's expedition into Kentucky, and on April 1, 1775 begins the settlement of Boonesborough.
March 23	Patrick Henry delivers "Give me liberty or give me death" speech at the Virginia Provincial Convention in Richmond.
March 30	New England Restraining Act passed by House of Commons - consisted of a ban on all trade from New England ports except to Great Britain and the British West Indies and excluded New Englanders from the Atlantic fisheries. The bill was extended two weeks later to include New Jersey, Pennsylvania, Maryland and South Carolina.
April 18	Midnight ride of Paul Revere (British General Gage had hoped to capture Samuel Adams and John Hancock as well as a store of arms and powder).
April 19	The Battles of Lexington and Concord, Massachusetts.
April 20	British Marines seize patriot gunpowder at Williamsburg, Virginia.
April 21	New Hampshire militiamen march to Cambridge, Massachusetts.
May 6	Patrick Henry declared outlaw by Virginia Governor Dunmore.
May 9-10	Capture of Fort Ticonderoga, on Lake Champlain, by Ethan Allen and Benedict Arnold.
May 10	Second Continental Congress convenes in Philadelphia.
May 12	Green Mountain Boys take Crown Point on Lake Champlain.
May 14	Benedict Arnold leads an expedition against St. John's, Canada.
May 15	Congress resolves to put colonies in a state of defense.
May 31	Mecklenberg Resolutions - The most outspoken of various patriotic resolutions was voted by Mecklenberg County, North Carolina.
June 15	Birth of the Army
June 15	Rhode Island establishes naval force.
June 15	George Washington elected Commander-in-Chief of Continental Army.
June 17	Battle of Bunker Hill (Breeds Hill).

1775

June 25	Pennsylvania Rifle Battalion Organized.
July 3	Washington takes command of Continental Army at Cambridge Common.
July 8	Olive Branch Petition - a last appeal to the King for a redress of grievance, while hostilities were suspended, and for repeal of the most restrictive statutes, drafted by John Dickinson.
July 21	American raid on Great Brewster Island, Massachusetts.
July 31	Second American raid on Great Brewster Island, Maine.
August 8	Captain Daniel Morgan and his Virginia riflemen arrive at at Cambridge.
August 9-10	Naval action at Gloucester, Cape Ann, Massachusetts.
September 12	Start of Arnold's Expedition to Quebec.
October 5	British ships bombard Bristol, Rhode Island.
October 14	Falmouth (Portland, Maine) burned by the British.
November 13	Americans under General Montgomery occupy Montreal.
December 3	First official American Flag raised aboard the Alfred by Lt. John Paul Jones.
December 8	Battle of Edenton, North Carolina.
December 9	Battle of Great Bridge, Virginia and the first Revolutionary engagement in Virginia.
December 30	Attack on Quebec fails.

1776

January 1-2	British naval bombardment of Norfolk, Virginia. Norfolk was burned by provincial forces to prevent seizure by British.
January 6	Founding of Alexander Hamilton's Provincial Company of Artillery of the Colony of New York.
January 10	Thomas Paine's Common Sense published in Philadelphia (Paine had been in America two years at this time).
January 22-23	British transport and provision ship Blue Mountain Valley taken by Americans off Sandy Hook.
January 24	Colonel Henry Know, a former bank dealer from Boston, reaches Cambridge with 43 cannon and 16 mortars from Fort Ticonderoga.

1776

February	Americans reoccupy Norfolk and complete its destruction.
February 27	Battle of Moore's Creek Bridge, North Carolina. Newly arrived Highland Scots settlers were defeated by Whig militia.
March 4-5	Occupation of Dorchester Heights, Massachusetts by Patriot forces with the Fort Ticonderoga Cannons.
March 17	British evacuate Boston.
April 12	"Halifax Resolves" - North Carolina Provincial Congress becomes the first colonial assembly to stand for independence.
April 17	USS Lexington vs. HMS Edward.
May 4	Rhode Island declares independence.
May 10	Congress recommends new state governments.
May 17	Naval action at Nantucket Roads, Massachusetts.
June 7	Yankee Hero vs Melford off the coast of Massachusetts.
June 8	Battle of Trois Rivieres, Canada.
June 12	Virginia Convention adopts George Mason's "Bill of Rights".
June 28	British attack on Charleston, South Carolina fails.
July 2	Resolution declaring independence voted. Resolution written by Richard Henry.
July 4	Declaration of Independence approved and signed as drafted by Thomas Jefferson.
July 8-10	General Dunmore's fleet defeated at Gwyn's (Gwynn) Island, Virginia, Chesapeake Bay.
August 27	Battle of Long Island, New York - British troops led by General Howe - Americans led by General Washington.
August 29-30	Washington's Evacuation of Long Island.
September 6-7	First use of the submarine in war.
September 9	The name United States of America adopted by resolution of the Continental Congress.
September 15	Battle of Kips Bay, New York.

1776

September 16	Battle of Harlem Heights, New York.
September 22	Nathan Hale executed by the British as an American spy.
October 11-12	Battle of Valcour Island, New York, Lake Champlain.
October 12-13	Battle of Throg's Neck, New York - Washington evacuated Manhattan except for Raige Force at Ft. Washington.
October 18	British naval force burns Falmouth, Maine.
October 28	Battle of White Plains, New York, where Howe defeats Washington.
November 3	British General Carleton abandons Crown Point, New York.
November 7-29	Siege of Fort Cumberland, Nova Scotia.
November 16	Fort Washington, New York falls to British.
November 16	First foreign salute to a US flag (Grand Union Ensign).
November 20	General Nathaniel Greene abandons Fort Lee, New Jersey to Howe's forces.
December 8	British General Clinton takes possession of Newport, Rhode Island.
December 12	Congress vests Washington with dictatorial powers.
December 19	Publication of Thomas Paine's American Crisis.
December 26	Battle of Trenton, New Jersey - Washington crossed Delaware River in a successful surprise attack on Hessians.

1777

January 3	Battle of Princeton, New Jersey - a repeat of Trenton plan and success.
January 16	New Hampshire Grants (Vermont) declare independence from England, calling themselves "New Connecticut".
February 2-4	Local patriots hold Fort McIntosh, Georgia.
April 26	British raid Danbury, Connecticut.
May 23	American raid at Sag Harbor, New York.
June 14	Stars and Stripes adopted by Congress as American flag, 13 stars and 13 stripes.
July 6	British occupy Fort Ticonderoga, New York.

1777

July 7	Battle of Hubbardton, Vermont.
July 20	Peace Treaty signed by Virginia and North Carolina with Cherokees in which Cherokees give up all of their land east of the Blue Ridge and all their land north of the Nolichucky River.
July 25	Murder of Jane McCrea, near Fort Edward, New York.
August 3	British General St. Leger invades Fort Stanwix, New York.
August 6	Battle of Oriskany, New York.
August 16	Battle of Bennington, Vermont (in new York).
August 21-22	American raid on Staten Island, New York.
August 22	St. Leger abandons siege of Fort Stanwix because of approach of Benedict Arnold.
August 25	Howe's British Army disembarks at Head of Elk, Maryland.
September 1	Siege of Fort Henry, Virginia (Wheeling, West Virginia).
September 11	Battle of the Brandywine, Pennsylvania - Howe outflanks Washington and moves on to Philadelphia.
September 16	Action at Warren Tavern (White Horse Tavern), Pennsylvania.
September 18-24	American raid on Lake George area, New York.
September 19	First Battle of Saratoga (or Freeman's Farm), New York. General Burgoyne driven back by large American forces.
September 20-21	Battle of Paoli, Pennsylvania.
September 26	British occupy Pennsylvania.
October 4	Battle of Germantown, Pennsylvania - Washington attacks Howe but is finally driven back.
October 6	British General Clinton captures Fort Clinton and Montgomery, New York.
October 7	Second Battle of Saratoga (or Bemis Heights), New York. General Burgoyne attacks General Gates forces but is driven back.
October 17	Burgoyne surrenders to General Horatio Gates, an American commander who had been a career officer in the British Army. This surrender at Saratoga is a major turning point in the war.

1777

October 22	British attack on Fort Mercer, New Jersey.
November 15	Fort Mifflin, Pennsylvania, evacuated.
November 17	Articles of Confederation adopted by Continental Congress.
November 20	Battle of Fort Mercer, New Jersey.
December 18	Occupation of winter quarters at Valley Forge.

1778

February 6	Franco-American Treaty of Commerce and Alliance signed in Paris.
June 17	France opens hostilities against Britain.
June 18	British evacuate Philadelphia.
June 28	Battle of Monmouth Courthouse (Freehold), New Jersey. American troops catch up with General Clinton's forces on their retreat from Philadelphia. A seesaw battle, but Clinton fights off the American attack.
July 3-4	Wyoming Valley "Massacre", Pennsylvania.
July 4	Lt. Col. George Rogers Clark occupies Kaskaskia, Illinois, thereby supporting later American claims to the region.
July 20	George Rogers Clark leads small group of frontiersman to occupy Vincennes, Indiana.
July 18	Indian raid at Andrustown, New York.
August 8	John Sullivan and D'Estaing begin the joint operation against Newport, Rhode Island - Arrival of large British force and violent storm led to withdrawal of French Fleet.
August 29	Battle of Newport (Tiverton), Rhode Island.
September 5-8	British amphibious raids on Massachusetts.
September 28	Tappan "Massacre", New York.
October 6-8	American raid on Indian town of Unadilla, New York.
October 15	British raid at Mincock Island (Egg Harbor), New Jersey.
November 11	Cherry Valley Massacre, New York.
December 17	British recapture Vincennes, Indiana.

1778

December 29	British capture Savannah, Georgia.

1779

February 14	Battle of Kettle Creek, Georgia.
February 23-25	Clark retakes Vincennes, Indiana.
March 3	Battle of Briar Creek, Georgia.
April 12	Convention of Aranjuez, Spain.
May 9	British raid on Norfolk, Virginia.
May 21	Spain declares war against Britain.
June 1	Clinton starts offensive up the Hudson River, New York with 6,000 men.
June 20	Battle of Stone Ferry, South Carolina.
June 21	Spain declares war against Great Britain.
July 2	British raid at Poundridge, New York.
July 5-11	British raid Connecticut coast.
July 8	British raiders plunder and burn Fairfield, Connecticut.
July 16	Battle of Stony Point, New York.
July 22	Battle of Minisink, New York.
August 11-September 14	Brodhead's Allegheny Valley Expedition, western Pennsylvania.
August 14	American squadron destroyed in Penobscot Bay, Massachusetts (Maine), by British.
August 19	"Light Horse Harry" Lee's raid on Paulus Hook, New Jersey.
August 29	Battle of the Chemung River (Battle of Newton), New York.
September	Spanish Expedition into British West Florida (Mississippi, Alabama, Florida).
September 5	American raid at Lloyd's Neck, Long Island, New York.
September 14	Burning of Indian town of Genesee, New York.
September 23	Siege operations begin against Savannah, Georgia.
October 4	Ambush at Licking River, Kentucky.

1779

October 9	British repulse allied assault on Savannah.
October 11-25	British evacuate Rhode Island.

1780

January 14-15	American raid on Staten Island, New York.
January 25	British raid on Newark and Elizabeth, New Jersey.
March 14	Mobile, British West Florida (Ala.) taken by Louisiana Governor Bernardo de Galvez.
April 2	Indian raid at Harpersfield, New York.
April 9	Action at Little Maquoketa River, Iowa.
April 11	Siege of Charleston, South Carolina begins.
May 7	Surrender of Fort Moultrie, South Carolina.
May 12	Surrender of Charleston to British.
May 22	Tory and Indian raid at Caughnawaga, New York.
May 22-23	Tory and Indian raid at Johnstown, New York.
May 26	Spanish repulse British expedition at St. Louis, Missouri.
May 29	Massacre of the Waxhaws (Waxhaws Creek), South Carolina.
June 23	Battle of Springfield, New Jersey.
July 10	Count de Rochambeau and 6,000 French troops arrive at Newport, Rhode Island.
July 12	Arnold's treasonable secret offer to British to surrender West Point, New York.
July 12	Actions at Stallins, South Carolina and Brandon's Camp, South Carolina; civil war in the Carolinas.
July 30	Capture of Fort Anderson (Thickety Fort), South Carolina.
August 1	Battle of Rocky Mount, South Carolina.
August 2	Indian and Tory raid on Fort Plain, New York.
August 6	Battle of Hanging Rock, South Carolina.
August 16	Battle of Camden, South Carolina - General Gates is soundly defeated by British General Cornwallis.

1780

August 18	Battle of Fishing Creek, South Carolina.
September 14-18	Attack on Forts Grierson and Cornwallis (Augusta), Georgia.
September 20-24	Washington-Rochambeau conference at Hartford, Connecticut.
September 23	Andre's capture; Arnold's treason exposed.
September 26	Action at Charlotte, North Carolina.
October 2	Major Andre hanged as spy, Tappan, New York.
October 7	Battle of King's Mountain, South Carolina - American troops capture Cornwallis' entire left wing unit.
October 7	British, Tory and Indian raid on Schoharie, New York.
October 19	Battle at Fort Keyser (Palatine or Stone Arabia), New York.
October 19	Battle of Klock's Field, New York.
November 20	Battle of Blackstocks, (Tiger River), South Carolina.
November 21-23	American raid on Coram (Fort George), Long Island, New York.
December 27-31	American raid at Williamson's Plantation, South Carolina.

1781

January	Spanish seize Fort St. Joseph, Michigan.
January 2	Virginia agrees to turn "western" lands over to Confederation.
January 3	Action at Hood's Point (James River), Virginia.
January 5	British raid on Richmond, Virginia.
January 8	British raid on Charles City Courthouse, Virginia.
January 17	Battle of Cowpens, South Carolina - American Daniel Morgan defeats and nearly wipes out large British Cavalry force under General Tarleton.
January 22	American raid at Morrisania, New York.
January 24	American raid on Georgetown, South Carolina.
February 1	British occupy Wilmington, North Carolina.
February 1	Battle of the Catawba River (Cowan's Ford), North Carolina.
February 25	Battle of Haw River, (Pyle's Defeat), North Carolina.
March 1	Ratification of Articles of Confederation.
March 2	The United States in Congress Assembled.

1781

September 5-9	Battle of the Capes - De Grasse drives back Admiral Clinton.
September 6	British raid New London, Connecticut.
September 6	Capture of Fort Griswold, Connecticut.
September 8	Battle of Eutaw Springs, South Carolina.
September 13	Tory raid on Hillsboro, North Carolina.
September 17-18	Washington-De Grasse conference, Hampton Roads, Virginia.
September 30	Siege of Yorktown begins.
October 10	American raid at Treadwell's Neck, New York.
October 19	Surrender of Cornwallis to General Washington at Yorktown, Virginia - For practical purposes the end of the war.

1782

March 7-8	Gnadenhutten, Ohio, Massacre.
March 20	Lord North resigns as Prime Minister.
April 8	Naval action on Delaware Bay.
April 12	New Jersey patriot leader, Captain Joshua Huddy, hanged by Tories in Monmouth County.
June 4-5	Action at Sandusky (Crawford's Defeat), Ohio.
July 11	Savannah, Georgia evacuated by British.
August 15	Indian and Tory raid on Bryan's Station, Kentucky.
August 19	Battle of Blue Licks, Kentucky.
September 11-13	Siege of Fort Henry, (West) Virginia.
November 30	Provisional treaty of peace signed in Paris.
December 14	Charleston, South Carolina, evacuated by the British.

1783

March 10	First of Newburgh Addresses.
March 12	Second of Newburgh Addresses.
March 15	Washington addresses the Continental officers.

1783

April 11	Congress proclaims end of the war.
June 13	Army disbands; Washington retains small force to blockade New York.
September 3	Treaty of Paris with Great Britain signed.
November 2	Washington issues "Farewell Address to the Army" from Rocky Hill, New Jersey.
November 25	British turn New York over to Washington.
December 4	Washington bids farewell to his officers at Fraunces Tavern, New York.
December 23	Washington resigns commission as commander-in-chief before Congress at Annapolis, Maryland.

1784

April 23	Congress adopts ordinance for government of western territories (was to be rewritten in 1787 and known as the Northwest Ordinance).

1785

May 20	Congress approves ordinance for sale of western lands.

1786

January	Adoption of Virginia Statute for Religious Liberty - Written by Jefferson and approved after a long struggle, this statue went far beyond the provisions of other states. It's major points were incorporated into the First Ammendment.
August	Outbreak of Shay's Rebellion in Massachusetts. Farmers led by Captain Daniel Shays protesting the legislature's refusal to issue paper money or to postpone state tax, foreclosure sales. Gave impetus to the movement for a new constitution.
September 11-14	Annapolis Convention under the leadership of Alexander Hamilton and James Madison - Delegates from five states met to consider common problems of trade and navigation. They instead began calling on all states to send delegates to consider adjustment of parts of the federal system.

1787

May 14	Constitutional Convention meets in Philadelphia. All states eventually sent delegates except Rhode Island.
July 13	Northwest Ordinance adopted.
September 27	Constitutional Conventional Adjourns.
December 7	Delaware ratifies Constitution.
December 12	Pennsylvania ratifies Constitution.
December 18	New Jersey ratifies Constitution.

1788

January 2	Georgia ratifies Constitution.
January 9	Connecticut ratifies Constitution.
February 6	Massachusetts ratifies Constitution.
April 28	Maryland ratifies Constitution.
May 23	South Carolina ratifies Constitution.
June 21	New-Hampshire ratifies Constitution.
June 26	Virginia ratifies Constitution.
July 26	New York ratifies Constitution.

1789

January 7	Election of House of Representatives and Presidential Electors.
March 4	First Congress meets under the Constitution.
April 30	Washington inaugurated as first President at Federal Hall, on the corner of Broad and Wall Streets, New York City.
November 21	North Carolina ratifies Constitution.

1790

May 29	Rhode Island ratifies Constitution.

Field Trip Around Westminster and Union Mills

This field trip could be planned as an all day trip with a picnic lunch at the Community Park off Route 140, above Gino's. It could also be made in about four hours with just one hour stops at Historical Society and Union Mills.

From your school to:

1. Carroll County Court House, Court and Willis Streets
2. City Hall, End of Willis Street (north)
3. Union Mills, Shriver Homestead (check map with field trips)
4. Historical House, 210 East Main Street [1]
5. Ascension Episcopal Church, Leigh Masters is buried here (look up the story on this man)

The Carroll County Farm Museum [2]

A trip to the Farm Museum could be a delightful day in the country. The museum includes a farmhouse, barn, crafts buildings and antique farm equipment. Many farm animals are there, also. By planning ahead, arrangements can be made to have demonstrations or rural crafts shown. There are pretty gardens and a gift shop which you may visit without buying. Many handmade articles are made by local people and sold here. There is plenty of picnic area with tables and benches.

Field Trip To Frederick

This trip could be planned for most of a school day, depending on how much walking you want to do.

The Barbara Fritchie Home and Museum in Frederick, Maryland is ideally located for Civil War enthusiasts and should be included in our American Heritage study.

Visit the Barbara Fritchie Home and Museum on Patrick Street first. There is a small admission fee. Check before going for it may change. (Write the Barbara Fritchie Home and Museum, 154 West Patrick St., Frederick, Md. or telephone 301-662-3000.)

---

[1] New brochures on these will be in all media centers.
[2] See Footnote 1.

Maps for identifying points of interest along West Patrick Street are available at the Chamber of Commerce. Just write and they will send them to you.

Other points of interest near by, are: Rose Hill Manor, (home of Thomas Johnson, first Governor of Maryland); Historic Court Square; Roger Brooke Taney home and museum; Francis Scott Key grave and monument; Revolutionary Hessian Barracks.

Field Trip to Washington, D. C.

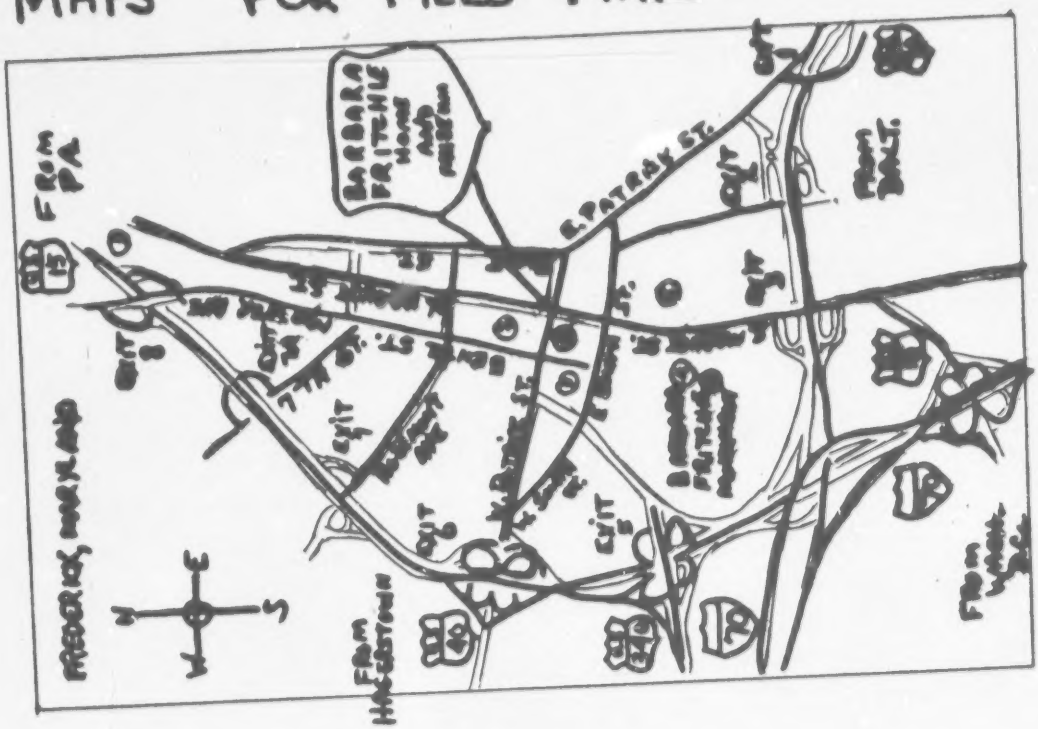
The Federal Mall is a grassy park in the center of Washington, D. C. Many sights that children would like to see are in buildings located here. Other famous buildings are close by.

A tourmobile or shuttle bus for tourists runs along the Mall. On board are guides to tell you about the sights. You can get on and off at any one of the 13 stops all day long. Adults pay $2.00, children pay $1.00. The ticket is good for one day, so start early. If you plan to visit just the Smithsonian area, your bus will drop you off and pick you up at a given time.

Below are listed a few of the most enjoyable spots.

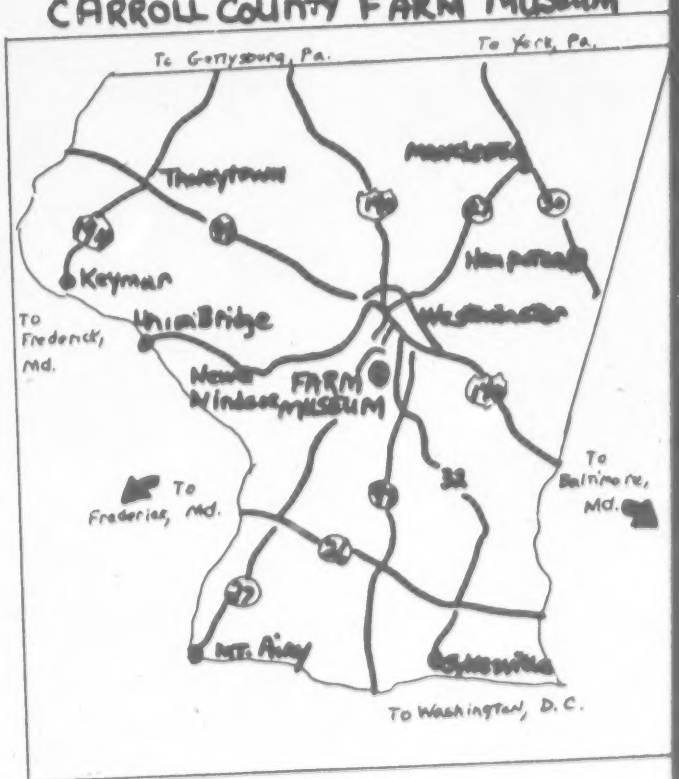
1. Smithsonian Arts and Industries - see the moon rock, the "Kitty Hawk" and "Spirit of St. Louis".
2. Air and Space Building.
3. Museum of History and Technology - the original "Star Spangled Banner", the First Ladies' gowns, old train locomotives, and early American classroom.
4. Museum of Natural History
5. Bureau of Printing and Engraving - see how paper money is made.
6. National Archives - Declaration of Independence, the Constitution and the Bill of Rights.
7. Jefferson Memorial.
8. Lincoln Memorial.
9. National Gallery of Art.

MAPS FOR FIELD TRIPS



UNION MILLS HOMESTEAD

CARROLL COUNTY FARM MUSEUM



10. From the National Archives you can walk to the FBI.

11. The Washington Monument - Walk up 898 steps or take a quick elevator ride for a good view.

12. White House - Tours are open to the public.

Annapolis[1]

1. The John Paul Jones Crypt - located in the chapel of the U. S. Naval Academy; it contains the remains of the great naval hero.

2. The Maryland State House - located at State Circle; Treaty of Paris was ratified there which ended the Revolutionary War.

3. The Old Treasury Building - located at State Circle; now the headquarters for the Maryland Historic Trust (open).

4. St. John's College. Barnister House, a prominent family (Charles Carroll of Carrolton); McDowell Hall, was the mansion for colonial governor. Ancient Tulip Popular, where the Sons of Liberty met.

5. Chase-Lloyd (1769) and Hammond Harwood (1774) Houses - located at 22 and 19 Maryland Avenue; of exceptional architectural merit. Both are National Historic Landmarks and open to the public.

6. The Brice House - Prince George and East Streets. National Historic Landmarks are not open to the public, but can be seen from the street.

7. The Quynn-Brewer House - 26 West Street; restored and furnished in Queen Anne period (open).

8. Day on the Bay Cruise from Annapolis. For information: Chesapeake Marine Tours, Inc., P. O. Box 1989, Annapolis, Maryland 21404 (301-268-7600).

9. M. V. Port Welcome. For information on cruises: Port Welcome Cruises (group rates), Constellation Dock, Baltimore, Maryland 21202 (383-5705-06).

---

[1] Historic Annapolis, Inc., 18 Pinkey Street, Annapolis, Md. 21401.

Field Trip to Baltimore[1]

Baltimore's five most prestigious exhibitors have combined to give the city a unique presentation of Revolutionary War art and history during the 1976 Bicentennial Celebration.

The museums will be: Walters Art Gallery, Baltimore Museum of Art, Peale Museum, Maryland Historical Society and Maryland Academy of Sciences.

The Walters Gallery will cover European art between 1750-1800.

Baltimore Museum of Art will display the distinction between American and European art trends during that period.

Maryland Historical Society will concern its exhibits with documenting Maryland's 18th century history.

Peale Museum, will show Baltimore's contribution to American architecture in exhibition entitled "Baltimore's Revolutionary Generation". Maryland Academy of Sciences will present an exhibit focusing on the physical sciences, especially measurement.

Baltimore City Fair (ethnic neighborhoods present their heritage, craft exhibits, last weekend in September).

Everyone interested in American heritage should visit Baltimore to see the landmarks associated with our National Anthem: Fort McHenry National Monument and Historic Shrine, Star-Spangled Banner Flag House Museum, U. S. Frigate Constellation, Mt. Clare Mansion, (the city's oldest surviving colonial home 1754), Streetcar Museum, and Charles Carroll town house.

---

[1] For help: Visitors Information, Baltimore Forward Thrust, Inc., 102 St. Paul Street, Baltimore, Maryland 21202, (phone 301-727-5688)

CARROLL COUNTY POINTS OF INTEREST

Points of interest in Carroll County not to be used for field trips but enriching for teachers or suggested as family trips:

Terra Rubra, the birthplace of Francis Scott Key. It is a private home and not open to visitors. The home can be viewed from the road along Route 194.

Springdale School, Springdale Road from New Windsor. An old school restored and very interesting. Will be open in fall of 1974. Was damaged by Agnes. Mr. Marker Lovell, owner. Watch for dates of opening or call 848-8355 or 848-2269.

Old Cemeteries in Carroll County:

Winters Churchyard. Old stones - small, black, and scarcely legible. On old Route 75 between New Windsor and Linwood.

Krider's Reformed and Krider's Lutheran Churches, Krider's Road off Littlestown Road. Both churches over 200 years old. Many stones good for rubbings. Children could check dates of births, deaths. Many good math problems.

Ascension Episcopal Church, Court Street, Westminster, Md. It is historical because a number of Revolutionary soldiers are buried there. Also, Leigh Masters of many ghosty tales lies just inside back entrance.

Churchyard in Manchester, off Main Street on Church Street. A very large old tree reminds you of age of persons buried there. In the old section dates are in the 1700's.

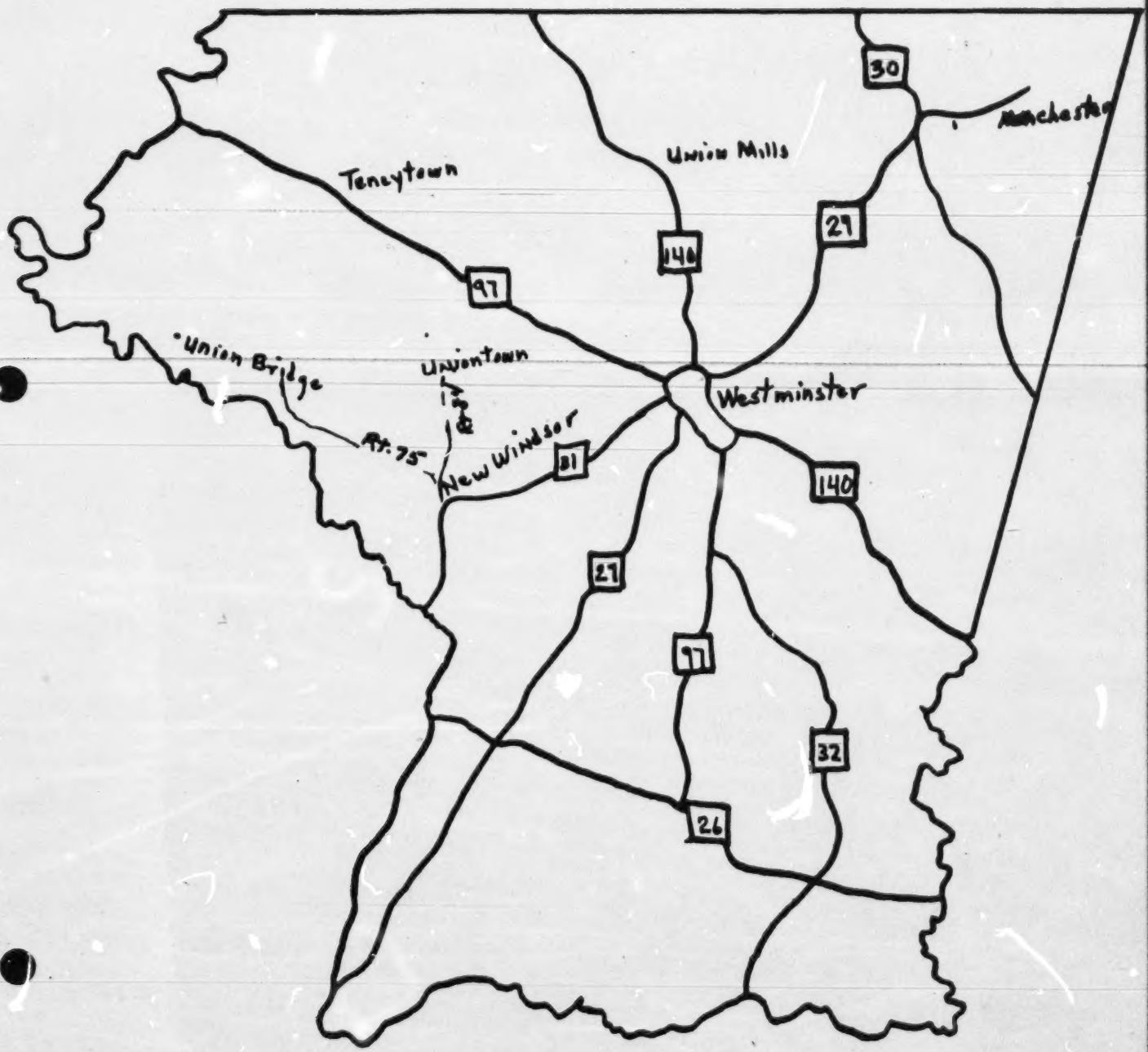
Pipe Creek Church of the Brethren, Uniontown Road on the New Windsor side. One of the historical churches in Carroll County containing a museum of articles used in days of extended Love Feasts when families came long distances by horse drawn buggies and remained for several days.

Boonsboro (U. S. 40 alternate). Near here is Boonsboro State Park, site of the first monument ever to be erected to the memory of George Washington - a stone tower, constructed July 4, 1826 entirely by the citizens of Boonsboro.

New Market (off Int. 70N on Md. 75). This village is one of the major antique centers in the East, with about 20 antique shops lining the main street. A good restaurant is in center of town. Delightful October day stroll.

Cunningham Falls, Catoctin Mountains State Park, Near Thurmont on U. S. 15. Activities are many but would point out Catoctin Winter Festival (first Sunday in February), Catoctin Spring Weekend (second weekend in May), Annual Catoctin Colorfest (second weekend in October). Information: Catoctin Mountain Tourist Council, Post Office Box 32, Thurmont, Maryland 21788, Phone 301-271-7638.

Frederick Barracks on the property of the Maryland School for the Deaf, housed British and Hessian prisoners during the Revolution. Apply at school. Museum is being renovated now. Ask for Mr. Sisk.


30
Manchester
Union Mills
Taneytown
27
140
97
Union Bridge
Uniontown
Westminster
Rt. 75
New Windsor
31
140
27
97
32
26

Resource People

1. Fran L. Henshaw (classroom or field trip)
   62 Penna. Avenue
   Westminster, Md. 21157
   876-2802

   Mrs. Henshaw has an old house that will be open for class visits during 1975-76 school year. Many examples of early furnishings and housewares can be seen. Mrs. Henshaw is very interesting, a former teacher, and can demonstrate many crafts.

   If you are interested in having her visit your classroom to teach some crafts it will be rewarding. She has given permission to call her for more information.

2. Mr. George Bachmann (music recital)
   71 Penna. Avenue
   Westminster, Md. 21157
   848-0135

   Mr. Bachman has a group of non-professional friends who play together for pleasure but are very talented. Their type of baroque music would provide a pleasant musical evening. I would suggest a recital at the Historical Society's Kimmey House. Mr. Bachman has been contacted. You may call for arrangements.

3. Miss Madeline Geiman
   245 West Main Street, Ext.
   Westminster, Md. 21157
   848-6547

   Would like to be called as a resource for showing of quilts or art of quilting. Miss Geiman quilts with a group from Meadow Branch Brethren Church.

4. Brethren Church
   Bond Street - Belle Grove Park
   Westminster, Md. 21157
   848-8090 or Mrs. Royer 848-8476

   Every Tuesday all year from early morning until 3:00 p.m. ladies quilt on beautiful handmade quilts. They have given their permission for class groups to come visit and watch their beautiful work. Call before going.

5. Shafer Bros.
   Sullivan Road
   Westminster, Md. 21157
   848-7340

   Visit them in January to see broom making and also a modern mill. Plan to buy some brooms. This would be a nice gesture.

6. Howard Stonesifer
   18 Penna. Avenue
   Westminster, Md. 21157
   No phone

   Mr. Stonesifer could help on any problems of woodworking. He has made a pattern for making a plain colonial footstool. The pattern will be available from the resource center.

7. Mr. Wm. R. Hann
   Old Manchester Road
   Westminster, Md. 21157
   848-3204

   Mr. Hann would teach an adult group the art of caning chairs. He is available on Saturdays only. Call and make arrangements.

8. Mrs. Ennis Royer (would need transportation)
   Uniontown Road
   Westminster, Md. 21157
   848-8476

   Would be willing to go to classrooms to teach rug making. If interested have children bring in old woolen clothing.

9. Mr. John Myers, Sr.
   Old Bachman's Valley Road
   Westminster, Md. 21157
   848-8374

   Four generations of John Meyer's family have lived in the home place where John Myers, Jr. now lives. Three generations have had apple and peach orchards. The old home must be two hundred years old because pine trees in front have been declared at least two hundred years old.

   Mr. Myers will talk to any student who wants an interview. He knows that area of the country well.

10. Mrs. W. A. Pickens
    Hughes Shop Road
    Westminster, Md. 21157
    848-8899

    Mrs. Pickens is a direct descendant of Col. Josiah Gist. She is a marvelous story-teller. She would be happy to tell you about her <u>should-</u>be famous soldiers. She is delightful.

11. The Loafing Barn
540 Baltimore Blvd.
Westminster, Md. 21157
848-8111

Well-behaved children are invited to come in and browse. There is a fine collection of several periods of furniture and dishes and art. All is housed in a very attractive old renovated barn. The owner is very friendly and helpful.

12. Mr. Noah Schaeffer (one or two persons could check with him for facts)
53 Penna. Avenue
Westminster, Md. 21157
848-7789

A gentleman in his 80's with a marvelous memory.

13. Historical Society
210 East Main Street
Westminster, Maryland 21157
848-6494

Any information concerning Carroll County can be found in the library in Kimmey house. Call before going in.

14. Times Paper (Carroll County)
Carroll Street
Westminster, Maryland 21157
848-4400

Paper dates back 63 years. You can check files for these years.

15. Miss Lillian Shipley 848-5085
Miss Dorothy Elderdice 848-4630
75 West Green Street
Westminster, Md. 21157

A good source for background history. Miss Elderdice rents costumes also. The Shipleys date back in Carroll County history.

Chair Caners Schedule - 1974

Coshun, Mrs. Joseph	R. D., Union Bridge	775-2621
Biker, Mrs. Russell	Rt. 2, Hampstead	374-2724
Frock, Mrs. Russell	81 Uniontown Rd., Westminster	848-8315
Hoke, Mrs. Soloman	Rt. 3, Westminster	848-5598
McKinstry, Mr. Wm.	Union Bridge	775-2424
Nine, Mrs. Adelaide	Rt. 4, Westminster	848-8862
Null, Mrs. Hubert	R. D., Taneytown	756-2252
Nusbaum, Mr. Ira	38 E. George St., Westminster	848-8093
Reifsnider, Mrs. Alice	R. D., Keymar	756-2732
Smith, Mrs. Ella	Woodbine	795-0475
Wolfe, Mrs. Maurice	Rt. 2, Westminster	848-7860
Spencer, Mr. Lloyd	112 E. Main St., Westminster	848-7670
Wimert, Mr. Lester	25 Spruce Avenue, Westminster	848-7806

Coshun & McKinstry: April 13, May 25, June 22, August 3, Sept. 14, October 26

Spencer & Wolfe: April 20, May 26, June 29, August 10, Sept. 21, October 21

Eiker & Frock: April 27, May 27, July 6, August 17, Sept. 28

Null & Reifsnider: May 4, June 1, July 13, August 24, October 12

Smith & Hoke: May 11, June 8, July 20, August 31

Niner: May 18, June 15, July 27, September 7, October 19

Extra days: Mr. Wimert, June 2, 9 - Sunday; July 4, Thursday

BIBLIOGRAPHY[1]

I. Print

A. Books (historical and general)

Bakeless, Katherine and John, Spies of the Revolution. New York: J. B. Lippincott Company. 1962. AC
(Concentrates on relatively unknown espionage. Could be read to the class.)

Bicentennial Bike Tours. (Marian May, editor) San Jose, California: Gousha Publications. 1973. A
(200 rides, 100 maps on historical points of interest.)

Boatner, Mark M. III, Landmarks of the American Revolution. Harrisburg, Pa.: Stackpole Books. 1973. A
(A comprehensive guide to locating and knowing what happened at the sites of independence.)

Brandwein, Paul F., Principles and Practices in the Teaching of The Social Sciences: Concepts and Values. New York: Harcourt, Brace and World, Inc. 1970. AC
(Level 3 - Chapters 6 and 7 deals with the Revolution.)

Browin, William F., Coins Have Tales to Tell. Philadelphia, Pa.: Lippincott Co. 1966. A
(Good background for coin collectors, history of American coins.)

Carson, Jane, Colonial Virginians At Play. Charlottesville, Virginia: The University Press of Virginia. 1965. A
(Comprehensive with bibliography and footnotes. Paperback.)

Clarke, Clorinda, The American Revolution, 1775-83. New York: McGraw-Hill. 1967. AC
(Good for seeing the British view of the Revolution. Hard reading.)

Coggins, Jack, Boys in the Revolution. Harrisburg, Pennsylvania: Stackpole Books. 1967. AC
(Good information and illustrations.)

Commager, Henry Steel . The Great Declaration. Indianapolis, Ind.: Bobbs-Merrill. 1958. AC
(Hard reading for a child.)

Cook, Fred, The American Revolution. New York: Golden Press.
(History of Revolution with good illustrations. Difficult reading.)

[1]Code following each listing, A - adult reference or C - child reference

A. Books (historical and general) (Cont'd.)

Crouthers, David D., Flags of American History. New Jersey: Hammond and Company. 1962. AC
(Excellent history on flags with illustrations.)

Cuneo, John R., The Battle of Saratoga, The Turning of The Tide. New York: Macmillan. 1967. AC
(Excellent maps and period illustrations aid in understanding this text.)

Dalgliesh, Alice, The Fourth of July Story. New York: Charles Scribner's Sons, Inc.. 1956. C
(Easy reading, stresses the value of freedom.)

Davis, Burke, Yorktown, the Winning of American Independence. New York: Harper Row. 1969. AC
(Very detailed account of the army and navy campaign that preceded and insured victory.)

Fowler, Mary J. and Fisher, M., Colonial Living. Grand Rapids: Fideler Co.. 1967. AC
(Pictures, illustrations, and text on colonial life. Very good.)

Franklin, Benjamin, The Autobiography and Other Writings of Benjamin Franklin. New York: Dodd, Mead and Company. 1963. A
(Has list of Poor Richard's Sayings.)

Gurney, Gene and Clare, The Colony of Maryland. New York: Franklin Watts. 1972. A
(Good for background of early Maryland history and her part in the Revolution.)

Hayman, LeRoy, What You Should Know About the U. S. Constitution and the Men Who Wrote It. New York: Four Winds Press. 1966. A
(Good information, a child's book but hard for them.)

Klagsbrun, Francine, The First Book of Spices. New York: Franklin Watts, Inc. 1968. AC
(Comprehensive background into the origin and use of common spices.)

Kovel, Ralph and Terry, America Country Furniture, 1780-1875. New York: Crown. 1965. A
(Shows photographs of colonial furniture.)

Mason, F. Van Wyck, The Maryland Colony. London: Crowell-Collier Press. 1969. A
(Good for background of Maryland's early history and her part in the Revolution.)

A. Books (historical and general) (Cont'd.)

Mason, F. Van Wyck, The Winter at Valley Forge. New York: Random House. 1953. AC
(Good facts, no illustrations, not enticing.)

Morris, Richard B., First Book of The American Revolution. New York: Franklin Watts. 1956. AC
(Good information, requires much reading.)

Mount Vernon, An Illustrated Handbook. Mount Vernon, Virginia: Mount Vernon Ladies' Association of The Union. 1972. AC
(Many color photographs of house and grounds. Good background information. Cost 50¢.)

Phelan, Mary Kay, The Story of the Boston Tea Party. New York: Thomas Y. Crowell. 1973. AC
(Comprehensive history of the Boston Tea Party.)

Quaife, Milo M., Weig, M. and Appleman, R., The History of the United States Flag. New York: Harper and Row. 1961. A
(Comprehensive history of Flags)

Rollo, Vera F., Maryland Personality Parade, Volume I. Maryland: Maryland Historical Press. 1967. A
(Tells the story of Maryland.)

Rollo, Vera F., Your Maryland. Maryland: Maryland Historical Press. 1971. A
(Comprehensive history of Maryland.)

Ross, George E., Know Your Declaration of Independence. Chicago: Rand McNally. 1963. AC
(Excellent background on the signers of the Declaration of Independence.)

Russell, Francis, Lexington, Concord and Bunker Hill. New York: American Heritage Publishing Co.. 1963. AC
(Excellent paintings, drawings, maps, and engravings.)

Sattler, Helen, Recipes for Arts and Crafts Material. New York: Lothrop, Lee and Shepard. 1973. A
(Recommended.)

Schaun, George and Virginia, Everyday Life in Colonial Maryland. Annapolis, Md.: Greenberry Publications. 1963. AC
(Excellent. Recommended for all media centers.

Schaun, George and Virginia, The Story of Early Maryland. Annapolis, Md.: Greenberry Publications. 1968. A
(Has some interesting facts about colonial Maryland.)

A. Books (historical and general) (Cont'd.)

Stein, R. Conrad, Benjamin Franklin, Inventor, Statesman, and Patriot. Chicago: Rand McNally. 1972. AC
(A biography of Franklin with beautiful illustrations.)

Tunis, Edwin, Colonial Craftsmen. Cleveland: World Publishing Co. 1965. AC
(Excellent illustrations and reading. Rather difficult. A must for all media centers.)

Tunis, Edwin, Colonial Living. Cleveland: The World Publishing Co. 1957. AC
(Excellent information and illustrations. A must for all media centers.)

Tunis, Edwin, Frontier Living. Cleveland: The World Publishing Co. 1961. AC
(Excellent information and illustrations. A must for all media centers.)

Tunis, Edwin, The Young United States 1783-1830. New York: World Publisher. 1969. AC
(Excellent illustrations, interesting and difficult reading. A must for all media centers.)

Worrell, Estelle A., Americana in Miniature. New York: Van Nostrand Reinhold. C
(Photographs of American Life dioramas.)

B. Books (Art)

Appleton, Leroy H., American Indian Design and Decoration. New York: Dover Publications. A
(Very good, illustrations, songs and folklore.)

Davidson, Marshall B., The American Heritage History of Notable American Houses. New York: American Heritage Publishing Company. 1971. A
(Excellent illustrations on styles of houses.)

Dendel, Esther W., Basic Book of Fingerweaving. New York: Simon and Schuster. 1974. A
(Good illustrations but complicated techniques.)

Dotson, Drena, How to Make Apple Head Dolls. California: Drena Dotson. 1962.
(Excellent instructions.)

Indian Crafts and Beadwork. Temple City, California: Craft Course Publishers. 1964. AC

B. Books (Art) (Cont'd.)

Kinney, Jean and Cle, How to Make 19 Kinds of American Art from Masks to TV Commercials. A
(Good coverage of varied topics such as sandpainting, beadwork, candles and ropework.)

Lewis, T. B., Jr. and Young, J. B., Christmas in Williamsburg. Virginia: The Colonial Williamsburg Foundation. A
(Good, nature oriented.)

Robertson, Seonaid, Dyes from Plants. New York: Van Nostrand Reinhold Co. 1974. A
(Very detailed and comprehensive.)

Schnacke, Dick, American Folk Toys. New York: C. P. Putnam's Sons. 1973. AC

Waring, Janet, Early American Stencils on Walls and Furniture. Missouri: Dover Publications. 1968. A
(180 Vauck St., N. Y. 10014)

C. Books (Music)

Boardman, E., and Landis, B., Exploring Music 5. New York: Holt Rinehart and Winston, Inc. 1971. AC

Durlacher, Ed., Honor Your Partner. New York: Devin-Adair Co. 1948. A
(Directions appropriate for elementary 3-5.)

Ives, Burl, The Burl Ives Song Book, American Song in Historical Perspective. New York: Ballantine Books. 1953. AC

Kraus, R. G., Square Dances of Today. New York: The Ronald Press Co. 1950. A
(Many different sets included 3-5.)

Landeck, Beatrice, Making Music Your Own 4. Morristown, New Jersey: Silver Burdett Company. 1971. AC

Landeck, Beatrice, Making Music Your Own 5. Morristown, New Jersey: Silver Burdett Company. 1971. AC

Lomax, John A. and Alan, Folk Song, U. S. A. New York: Duell, Sloan and Pearce. 1947. AC
(Excellent source of folk songs.)

Reynolds, Jane L., Music Lessons You Can Teach. West Nyack, New York: Parker Publishing Co., Inc. 1970. A

C. Books (Music) (Cont'd.)

Rohrbaugh, Lynn, Handy Play Party Book. Delaware, Ohio: Cooperative Recreation Service. 1940. A

Schnacke, Dick, American Folk Toys. New York: G. P. Putnam's Sons. 1973. AC

Scott, John, The History of the United States in Song and Story. New York: Bantam Books. 1972. A

Scott, John A., Trumpet of a Prophecy. New York: Alfred A. Knopf. 1969. A
(Contains many songs and their history.)

Siedman, Laurence I., Social Education, "Teaching Songs About the American Revolution." November 1973. A

D. Books (Physical Education and Games)

Carson, Jane, Colonial Virginians at Play. Charlottesville, Virginia: The University of Virginia Press. 1965. A
(Research series, good footnotes, good background. Paperback. Available from Westminster High School media center.)

Merit Students Encyclopedia, Volume 5. New York: Crowell-Collier Educational Corporation. 1971. AC
(Good instructions and background information.)

Schnacke, Dick, American Folk Toys. New York: G. P. Putnam's Sons. 1973. AC
(Good directions and illustrations, easy to read, hardback.)

The World Book Encyclopedia, Volumes 9 and 10. Chicago, Illinois: Field Enterprises Educational Corporation. 1973. AC
(Good information, illustrations and directions.)

E. Booklets (Can be purchased)

Children's Coloring Book of Lexington, Massachusetts. Lexington, Mass.: Battle Green Publications. 1970. AC

Coloring Book of the American Revolution. 153 Stewart St., San Francisco, Calif.: Bellerophon Books. 1973. C
(Cartoons with captions, very good.)

Copeland, Peter F., Uniforms of the American Revolution Coloring Book. New York: Dover Publication. 1974. C
(Excellent coloring book. 180 Varick St., N. Y. 10014)

E. Booklets (Can be purchased) (Cont'd.)

Meet the Craftsmen. Hagerstown, Md.: Hagerstown Bookbinding and Printing Co. 1973. C
(Excellent. To obtain, write to The Jefferson County Chamber of Commerce, Charles Town, W. Va., 25414)

F. Periodicals

"Potpourri," Family Circle. New York: New York Times Co. Volume 79. August 1971. A

"Yarn Dyes From Nature," Ladies Home Journal. New York: Dowe Publishing Co. (Fall-Winter) 1974.

II. Non-Print (available from the Resource Center)

A. Films

A Majestic Heritage (Pyramid Films) (10 Min. Color) F811 Level 4-U5
American Flag: The Story of Old Glory (EBF) (Color 14 Min.) F275 - Level 3-U7
Carroll County Story, rev. edition F431
Frontier Bay of the Early Midwest (EBF) (16 Min. Color) F271 Level 4-U3, U5
Indians of Early America F273
Johnny Appleseed: A Legend of Frontier Life F348
Patriotism Series:
- The Meaning of the Pledge.....F796
- Our American Flag.....F797
- Parade, Parade.....F798
- Patriotism.....F799
- The Pledge of Allegiance.....F800

Pledge of Allegiance (Pyramid Films) (6 Min. Color) F656 Level 3-U7
The Experience Story Series: The Battle of Bunker Hill F600
What Liberty and Justice Means (Churchill) (10 Min.) F690 Level 3-U7, 4-U5
Williamsburg, Story of a Patriot F820

B. Filmstrips and Film Loops

Negro History (SVE) (7FS, 4R, 6 games, 1 Bk., 3 Ps, 6 Tr.) Kit 52 Level 4-U6
Navajo Indian Series: Weaving F1 686
Pioneer Crafts Series
- Wool Into Yarn.....F1 742
- Flax Into Thread.....F1 743
- Weaving.....F1 744
- The Cabinetmaker.....F1 745

B. Filmstrips and Film Loops (Cont'd.)

Pioneer Farming Series
- Sheepshearing and Plowing with Oxen.....Fl 746
- Harvesting By Hand.....Fl 747
- Water Driven Gristmill.....Fl 748
- Pioneer Kitchen: Churning Butter and Baking Bread.....Fl 749

Pioneer Industries Series
- Early Food Processing: The Cheese House.....Fl 750
- Horse Driven Shingle Mill.....Fl 751
- Making Charcoal: Fuel for Early Industry.....Fl 752
- The Village Blacksmith.....Fl 753
- Saugus Ironworks.....Fl 754
- Harvesting: The First Machines.....Fl 755

The Pilgrims at Plymouth Series (Ealing) (Color) FL 733-741 Level 3-U2

Soap Films.....Fl 566

C. Recordings

The Burning of the Peggy Stewart (16 Min.) T 528

D. Transparencies

Carroll County Slides (30 Fr) Sl 6
Our American Flag (3 M) (22 Tr) M343 Level 3-U7
Overland Trails West (3 M) (24 Tr) M2011 Level 4-U5

E. Boxed Sets

American Revolution and Organization of Government (Photog. Hist. Series) (17 Ps B & W.) PS 9 - Level 4-U5
Maryland, Its History and Geography (9 r, 9 tm, 9 fs) BS 239
The Great Westward Movement (Photog. Hist. Series) (17 Ps) (B & W) PS 11 Level 4-U5

F. Picture Sets

American Revolution and Organization of Government P/S 9